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J U N I O R

ARTS & ACTIVITIES

THE MAGAZINE FOR THE ELEMENTARY TEACHER OF TODAY



HANS CHRISTIAN ANDERSEN
(See page 34)

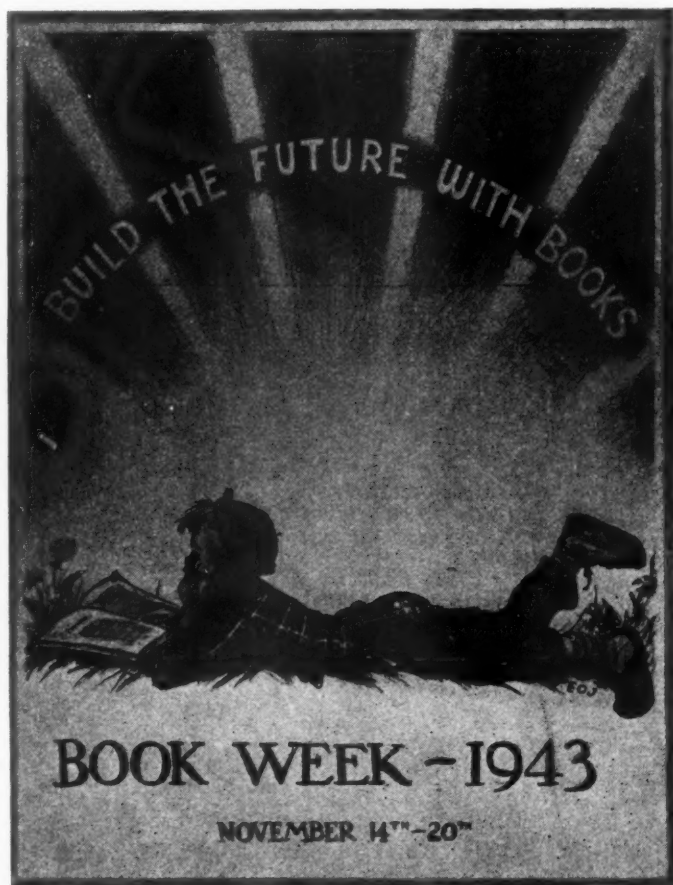
VOLUME 14 • NUMBER 5

NOVEMBER 1943

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Letters

Dear Sirs:

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Sincerely yours,
H.K.M., instructor

A Michigan Teachers College

We have long believed that it was the teachers themselves, the users of *Junior Arts and Activities* who are our best advertising. This is a representative letter of the many we have received telling us that the subscriber first learned of the usefulness of *Junior Arts and Activities* through a friend who was already on our list.

If you believe *Junior Arts and Activities* to be what we claim, won't you tell other teachers about it? In that way you can help us build an even better magazine, because the larger our subscription list grows the more we can endeavor to expand the services of *Junior Arts and Activities*.

Dear *Junior Arts and Activities*:

Although I have changed my teaching address, I haven't changed in my choice of school magazines. *Junior Arts and Activities* is still my favorite now as it has been for the past four years, so please put me on your subscription list again.

There's only one thing, please, please send my copy each month *early* so that I can plan that month's work toward the best results. There were several times last year when my magazine came at the *end* of the month instead of the *first*. And that lovely material couldn't be used!

I'm looking forward to my first copy and I've "sold" your magazine to two other teachers.

Best wishes,

D.R., Missouri teacher

This year we are making the prompt delivery of the magazine our chief aim. Of course, we are not neglecting other phases of our duty to our subscribers; but we *are* putting forth all our energies so that each teacher will receive her copy of *Junior Arts and Activities* at least ten days before the beginning of the month so that she will have plenty of time to adapt the material contained in it for use in her particular class.

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• • HATS OFF! • •

This month we're "blowing our horn" a little bit. It happens this way: Not long ago we were surprised at the *Junior Arts and Activities* office when we received the citation shown below.

UNITED STATES TREASURY DEPARTMENT



For distinguished services rendered in behalf of the War Savings Program, this citation is awarded to

Junior Arts and Activities

Given under my hand and seal on

August 14, 1943



Harry M. Morgan, Jr.

At first we could think of no reason in the world why we should receive such a certificate. Then we remembered. "It must be because of the posters which have appeared in *Junior Arts and Activities* urging everyone to buy more war bonds." That was the reason, of course, but when we scheduled space in *Junior Arts and Activities* for messages from the Treasury Department we had no idea that our reward would be anything more than the knowledge of doing

our part, in a very small way, to help the nation's war effort.

Needless to say, we stand ready to perform such service in the future.

Hats off! to the winners of the 1942 John Newbery Medal and Caldecott Medal for their contribution to children's literature. Although the awards were made last June, it is fitting that we mention Elizabeth Janet Gray and Virginia Lee Burton, the winners, at this season of the year when Book Week brings them to our attention. Miss Gray's *Adam of the Road* (Viking) won the John Newbery Medal for the year's "most distinguished contribution to American literature for children." Miss Burton's *The Little House* (Houghton Mifflin) was awarded the Caldecott Medal.

It is interesting to note that *Adam of the Road* is an historical work, depicting life in England during the Middle Ages.

Hats off! to Elsie Melchert Fowler. Her first book of poetry, *For His Return*, will soon be published by the Alderbrink Press. *Junior Arts and Activities'* readers remember Mrs. Fowler for her excellent stories and verse which frequently appear in the magazine.

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USING PROJECT MATERIAL

If this feature proves helpful to you, please let us hear from you.
—Editor

This month we have several poster ideas. Remember that they may be used also for backdrops (if enlarged), for notebook covers, for seatwork in teaching identification, and many other purposes. Note the posters on pages 9, 19, and 38.

For teachers who want to begin planning Christmas projects, those on pages 10, 22, and 36 should prove interesting.

On page 16 we have shown ideas for a frieze about whaling. The illustrations may suggest material for individual posters, notebooks, and other projects. Remember: our whole purpose is to suggest. We hope that teachers and their enterprising classes will do the adapting to fit their particular needs.

The poster story on page 19 has many variations. The children, having heard the story, "In Old Plymouth," may make their own cutout figures to form

a poster. The pictures we have shown can be easily duplicated so that the entire class may make posters which depend for originality upon the method and manner of coloring and the placement of the objects. We hope to have another poster story next month.

The illuminations motif for book covers given on page 23 may be used for decoration throughout the notebook which the children may assemble during the unit on books. Classroom decorations for Book Week using this motif may also be designed.

The "Alice in Wonderland" game on page 29 does not have directions for playing. The teacher may use the game in any way she sees fit. Of course, the usual way is to make a spinner with a dial. Each player spins the dial to determine how many spaces he may go. Buttons may be used for markers.

The "Crafts of Our Good Neighbors" on page 40 is the first of a series devoted to crafts of Latin America and projects based on these crafts which the children may make in school. Next month we shall feature a Mexican craft which may be worked in with Christmas plans.

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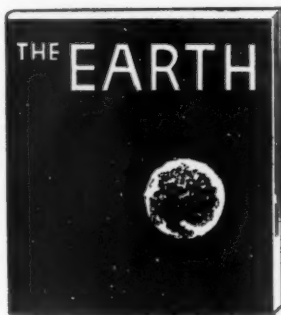
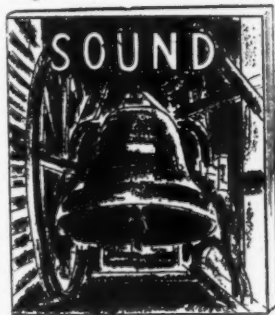
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FOR THE ELEMENTARY
TEACHER OF TODAY

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THIS MONTH

November, 1943

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HANS CHRISTIAN ANDERSEN PAGE
Illustration by Mary Alice Stoddard.....front cover

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From the Editor's Desk . . .

AMERICAN EDUCATION WEEK 1943



Each year during American Education Week the American public acknowledges its debt and the profession pays tribute to the cause it serves. At this time everyone attempts to tell children in a special way the necessity for education and the privileges they enjoy because they have the opportunity for education.

This year, however, the theme of Education Week, "Education for Victory," proclaims the duty of us all to do our part — through the dissemination of knowledge and training in thought processes — to insure Victory and assure a just and lasting Peace.

It is hoped that each school will plan programs, invite visitors, and inspire a lively interest in education during the week of November 7-13. It is only through increased co-operation by those in and out of the profession that we can hope to achieve the goals which are outlined in the daily programs during American Education Week.

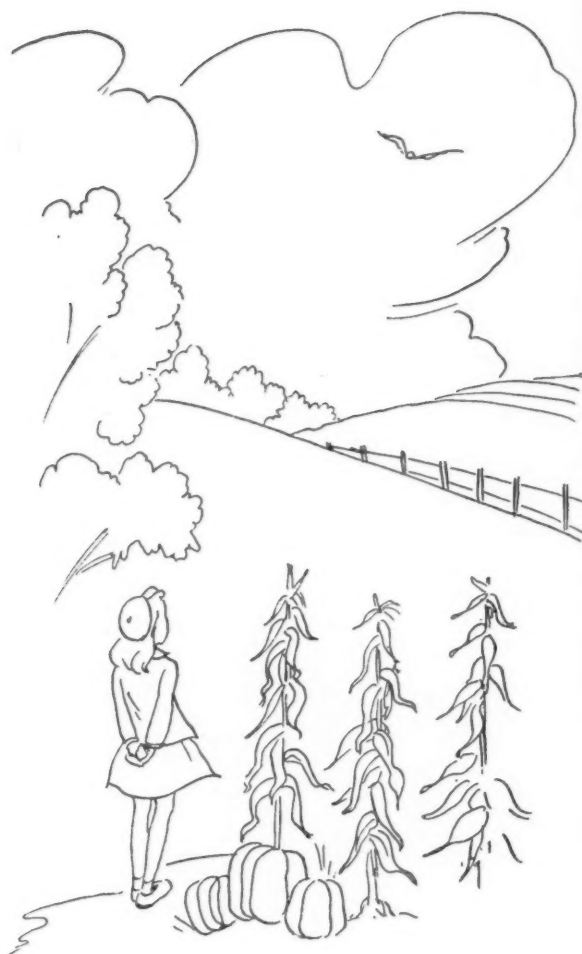
In our opinion a beginning of increased understanding can be achieved when, to an even greater extent, the meetings between parents and teachers are devoted to round-table discussions of the problems of both of them. The teachers have excellent suggestions from which parents can benefit; so have the parents. The aims of education should be discussed. While parents may not be professional and, therefore, outlining methods can have little value; they are interested in results. It is most important that goals should be definitely established. Teachers have problems only parent co-operation can solve but, if parents do not know what they are, they can hardly undertake beneficial activities.

We all talk a great deal about international good will and co-operation. How can we achieve that, if we do not have such co-operation on a much smaller scale in the community? It is increasingly evident that the school as a community center is going to be a dominant feature of post-war life. The teachers are, therefore, in the position of leaders and they should sponsor such parent-teacher meetings and discussions as will form the basis of understanding and sympathy, with concerted action by both parents and teachers when necessary. It is only in this way that the goals outlined in this year's American Education Week program will be achieved. There is no better time for beginning the work than during American Education Week.

— Editor

A Prayer of Thanksgiving

For the bountiful harvest
The Father bestows,
Red apples in baskets,
Corn gleaming in rows,
Great, yellow pumpkins,
Pears juicy and sweet,
Spread under the trees,
Golden heap upon heap—
For this beautiful Autumn
Of which we're a part,
We thank Thee, our Lord,
From the depths of our heart.



The nuts we have gathered
And garnered away
We will share with the squirrels
On a bleak winter day:
The birds we'll remember—
There's enough and to spare;
For that which we keep
Is that which we share.
This my prayer is, dear Father,
That I, too, may be
As thoughtful of others
As Thou art of me.

—Adelyn J. Ebersole

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TAKING CARE OF WHAT WE HAVE

SAVE — SERVE — CONSERVE *

Introduction

While teachers very frequently doubt the advisability of including a large unit based on ethical, social, or citizenship problems into an already crowded curriculum; it can be accomplished—teach the desired concept and still allow the children to progress in fundamental skills and habits—if the subject is broad enough to include all the elements which contribute to the making of a successful unit in other subjects. These elements are: sufficient activities (making collections, taking excursions, having suitable persons give talks before the class, construction activities, and so on); and an intrinsically interesting subject content.

These elements are apparent in the present unit: "Taking Care of What We Have." As the unit progresses, teachers will find additional activities and other methods of presenting the subject matter than those we have outlined. The activities of the community will furnish abundant material for integration.

Teacher's Aims

1. To teach ideals of thrift
2. To begin early to keep children—especially boys—from being inconsiderate and unintentionally destructive of property
3. To develop a sense of responsibility
4. To co-operate with government authorities to prevent waste and unnecessary spending as a part of the war effort
5. To provide an opportunity for increasing skills in fundamentals
6. To give the boys and girls meaningful experiences
7. To correlate interesting activities with functional study

Children's Aims

1. To learn how to help in the war effort
2. To make interesting things

Approach

1. Discussion about things that are difficult to obtain
2. Discussion about canning and preserving activities at home
3. Discussion about buying war savings stamps
4. Discussion about children's part in

A UNIT OF ACTIVITIES BASED ON THRIFT AND CIVIC RESPONSIBILITY

FOR PRIMARY GRADES

the war effort.

There are many other possible situations which may arise to give motivation to this unit. It is well to remember that in such a unit two objectives will be accomplished: (1) making constructive, active citizenship an integral part of the daily lives of boys and girls and (2) helping boys and girls to develop personal habits and attitudes which will aid their individual growth and contribute to their future success as men and women.

Development

I. What things must we take care of?

- A. Clothing
- B. Books, pencils, and other possessions
- C. Food
- D. Things at home
- E. Money
- F. Health

II. How can we take care of these things?

- A. Clothing
 1. Washing and cleaning it properly
 - a. Our mothers usually take care of this.
 - b. We must be especially careful not to soil our clothes too much since our mothers have much extra work these days.
 2. By being careful when we are wearing our clothes
 - a. Not trying to do things which are dangerous and which might result in tearing our clothes
 3. By seeing that rips and tears are mended before they do more damage—"a stitch in time saves nine."
- B. Books and other possessions
 1. Using them carefully
 2. Taking care not to lose them
- C. Food
 1. Eating everything on our plates

2. Not taking more than we can eat

3. Trying to eat things which are not scarce or rationed

D. Things at home

1. Trying not to mar, scratch, or break furniture

2. Being careful of equipment which is not being made during wartime

a. Stoves

b. Refrigerators

c. Radios

d. Electrical equipment

3. Taking care to clean and repair things about the house

E. Money

1. Spending money only for things we really need

2. Not hoarding our money but buying war stamps with it

F. Health

1. Remember, sickness helps the Axis.

2. By taking care of small things we can prevent serious illnesses.

a. Taking care of colds

b. Cleaning and bandaging small cuts

3. Eating properly for health and pep

4. Getting exercise

III. Why must we take care of the things we have?

A. First of all, to help win the war

1. Many things are not being made during wartime.

2. Our soldiers and other fighting men need many things which would, in peace, go to us.

3. Our allies need food, clothing, and supplies.

4. All this makes many things hard to get.

B. As a part of our war effort, also, all money we do not really need for everyday living should be put into war stamps and bonds.

1. Children as well as parents must help with this.

C. We must learn to be thrifty.

1. By saving our clothes and other things we do not need to spend money for new ones

a. This money can be saved.

2. Why should we be thrifty?

a. Sometimes we want things which cost more money than we have.

*Slogan of the Treasury Department's Schools at War program.

b. Sometime we may become ill and have extra expenses.

c. We must save money for our education.

Note: There are many classroom examples which may be brought out to show the necessity for thrift. With very young children, it is possible to teach rudiments of thrift while they may not understand the larger concepts of providing against a rainy day, etc.

Correlations

LANGUAGE: In oral language children can discuss ways and means of taking care of the things they have. They may relate the steps their parents are taking to conserve what they have. The slogan of the Treasury Department's Schools at War program, "Save—Serve—Conserve," may be discussed. Members of the class may go to other rooms to invite the boys and girls to take part in their activities or to view their work during this unit.

In written language the boys and girls may write letters to civic leaders in which they describe their activities and how they are trying to help the war effort. They may write letters inviting their parents and other classes to come to their room for a program. They may write captions for posters and pictures to be placed on the bulletin board. The class (or individuals, depending upon the age of the group) may make notebooks in which are placed the original stories and poems written during the unit.

ARITHMETIC: The counting of pennies for the purchase of war stamps will give opportunity for simple number work. There will also be the chance to teach the children to identify coins and larger amounts of money.

READING: The children should be allowed to read simple stories which have to do with thrift. There are also a number of books about children's part in co-operating with the war effort which they may read. If possible, allow the children to read each other's original stories. Children in the primary grades cannot be given too much opportunity to become familiar with various kinds of writing and the different styles of printing which are used in simple books.

NATURE STUDY: Animals take care of what they have also. Conduct nature walks to familiarize the boys and girls with the thrift of various animals, how they prepare for winter by saving food. Draw parallels between these situations and similar occasions in the lives of people.

HEALTH AND SAFETY: Discuss the facts that many doctors and nurses are now serving with the armed forces

of the country. How does this affect all of us? Can we do our work as well if we are ill? How can we keep well? What part does safety play? How is health one of our most valuable possessions? Do we need to do anything to keep our health besides eating good food?

CITIZENSHIP: It is always a mark of a good citizen to be thrifty—not hoarding but thrifty. If the children are old enough to understand the difference between these two terms, they should be discussed. Helping the war effort is a mark of good citizenship and teachers understand the projects being carried out in their communities and can adjust this portion of the unit to meet local needs. Incidentally, the word co-operation, while a big one for little people, can be explained during the course of this unit. In addition to its application to the war effort, co-operation is important from this angle: if we take care of the things we have, we should also help others take care of their possessions. In other words, boys and girls must be careful of things which it may be necessary to borrow (although that practice is not to be encouraged) and in games and other activities they should be on guard not to play in such a way that they may possibly cause others to rip or tear their clothes, fall and injure themselves, and so on.

Individual thrift will bring a healthy sense of self-confidence which is one of the things necessary in a democracy.

SOCIAL STUDIES: In the third grade, the sources of our supplies of various materials may be discussed because, knowing the difficulties involved in transporting and manufacturing certain items, the children will have a greater understanding of the necessity of taking care of the things they have. A chart (or charts) showing how the armed forces are using materials which are included in the items of everyday living.

ART: Here a resourceful teacher and an alert class can have a veritable field day. There are ever so many projects which involve art and which will be discussed in the section devoted to activities in connection with this unit. Purely art projects can consist of using discarded materials to make interesting and useful items for saving small things at home. Cut-paper posters will illustrate the points brought out during the unit and will decorate the classroom. Making covers for books—to keep them clean and neat—is another interesting project. Beginning a classroom collection of items which may be used in the future for art projects will assure the

class of having sufficient and unusual material from which to make inexpensive art projects from materials which are not more urgently needed elsewhere.

Activities

DRAMATIC PLAY: Children enjoy this sort of activity. They may play at selling war stamps at a booth especially constructed for the purpose, or they may really sell the stamps—depending upon the age of the children. If they really sell the stamps, the children will have an opportunity to make change, conduct a courteous conversation, and to learn something about how to keep records.

EXCURSIONS: The class may go to the local Red Cross headquarters where people are knitting warm garments for service men, making bandages, and so on. They may also visit a local cleaning establishment or a laundry to find out how clothes are cleaned and repaired.

VISITORS: Members of the rationing board may be invited to the class to explain to them how rationing is the fair way to divide what we have and how people must take care of their possessions. Since Book Week comes during the month of November, perhaps the school librarian could visit the class to tell about the correct way to use books in order not to spoil them. The school nurse may be invited to explain to the class the things which everyone can do to take care of his health. She may tell them about the shortage of doctors and nurses makes it necessary for all of us to maintain good health.

Culminating Activity

This could very easily be an original skit or assembly program prepared by the children. There are any number of unifying themes which might be used. The patriotic angle is one; showing how taking care of our own things and having respect for those of others can be made into a very effective program. In the music class the children may wish to compose music for some of the poems which they have written during the unit. These may be included in the program.

Because this unit embraces so many features, it may be possible to work out a series of "living pictures," in which the children portray ideas which may have been worked out previously in poster form. A narrator could tell the story as each group of children appear on the stage to pantomime such ideas as, "We must take care of what we have so our soldiers can win the

(Continued on page 47)

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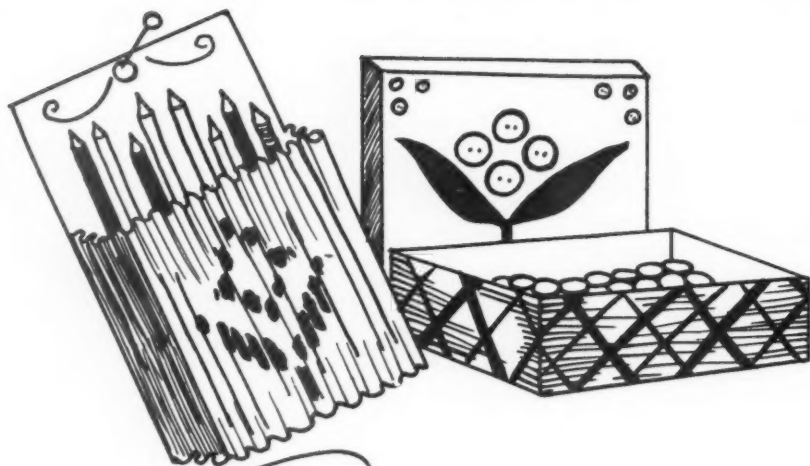
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TAKE CARE OF THE



THINGS YOU HAVE



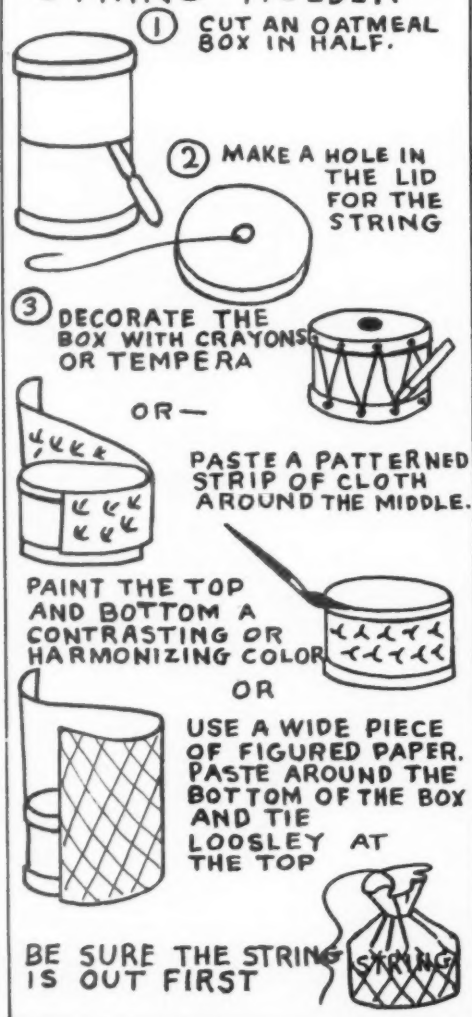
USEFUL SCRAP

On this page we have shown how it is possible to make useful boxes from scraps which would otherwise be wasted. It is a valuable lesson in thrift. We know how to save and make use of all sorts of things. The pencil holder may also be used to keep marbles in a convenient place.

By following the directions given on this page the children will be able to make these useful things without resorting to expensive materials.

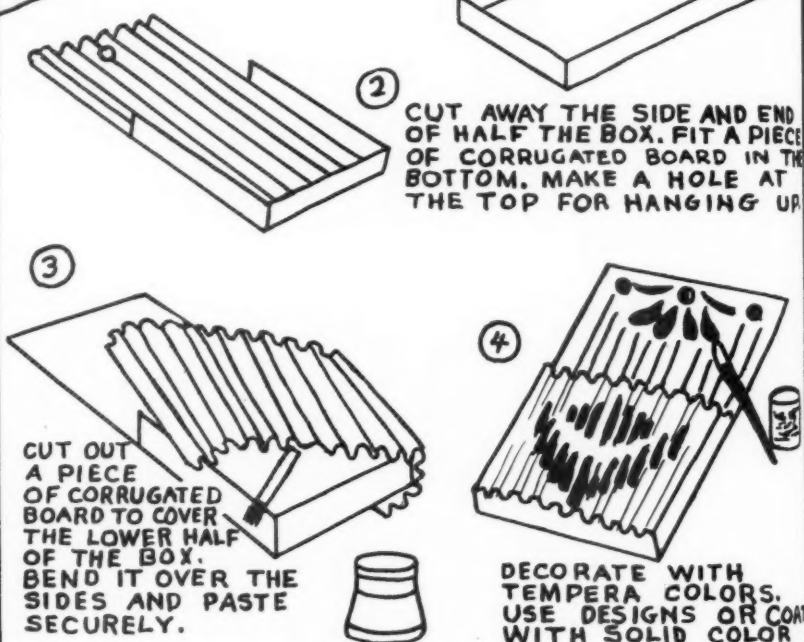
Since Christmas is approaching, it may be well to begin preparations early and this project may serve as an incentive. The boxes will make attractive gifts for mothers.

STRING HOLDER

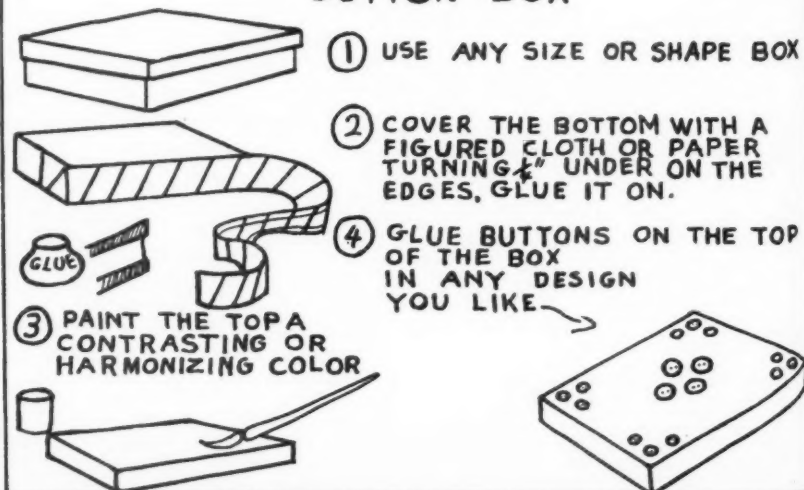


PENCIL HOLDER

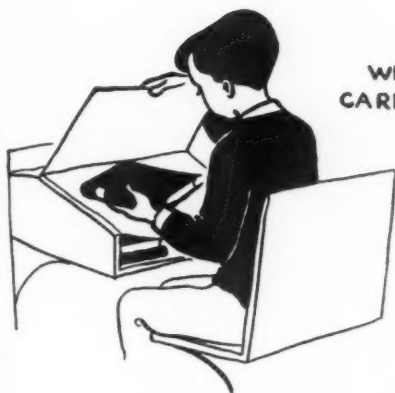
HALF OF TIE OR GLOVE BOX. ①



BUTTON BOX



READING CHART



WE MUST TAKE
CARE OF OUR BOOKS.



WE SAVE SCRAP TO
HELP WIN THE WAR.



OUR MONEY SHOULD
BE USED TO BUY WAR
STAMPS AND BONDS.



CLOTHES MENDED
IN TIME LAST
LONGER.



WE CAN SAVE BY
USING OUR TOYS
CAREFULLY.



ONE OF THE BEST THINGS
WE HAVE IS HEALTH.
WE SHOULD KEEP HEALTHY
BY EATING GOOD FOOD.



WE SHOULD BE
CAREFUL NOT TO
LOSE GLOVES AND
OTHER THINGS.

SEATWORK

Here are some pictures. There is something wrong with each one. What is it?



What is this boy doing? _____
Should he do this? _____
Should we eat all our food? _____



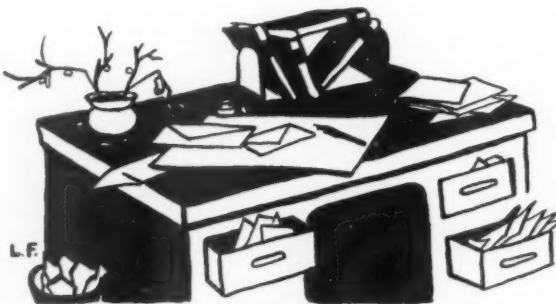
What is this girl doing? _____
How is that not "taking care of what we have"? _____



Do you think this girl needs new toys? _____
For what should she spend her money? _____
What good will that do? _____



What is this boy doing? _____
Is this taking care of his book? _____
Why must we care for our books? _____



What is the matter with this desk? _____
Why should desks be kept in order? _____
How does this help take care of what we have? _____



What is the matter with this boy's coat? _____
Why should it be mended? _____
Who needs new clothes now? _____

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DEMOCRACY AT WORK IN THE CLASSROOM

DID YOU EVER STOP TO THINK...?

CHARACTERS: Narrator; Betty, Pat, Joan—modern girls; Betty's mother; Mistress Adams; Patience and Ezekiel Adams; Jimmie, Bob, Dick — schoolboys; Sarah and Joseph White—pioneer children; Mr. and Mrs. White; George and Tom—schoolboys; their mother and father; Lanai Moi—a girl of modern Hawaii; her mother.

SETTING: This changes for the various scenes. A few simple properties will create the desired effects without elaborate stage settings.

(Before the curtain goes up, the narrator steps to the center of the stage and addresses the audience.)

NARRATOR: Friends and classmates, we, members of the — grade, have something we want to tell you and we think we can tell it better in a play. So that's what we are going to do. Did you ever stop to think about the many things we have which those who came before us worked so hard to establish and which so many people, even now, do not enjoy? Let's take a peek at Betty and her friends.

(Curtains part to reveal a table at which Betty, Pat, and Joan are seated. Betty's mother enters from the left with a pot of chocolate.)

BETTY: I simply can't eat this pudding, mother. I'm full!

MOTHER: That's your second helping, isn't it? Why did you ask for more?

BETTY: Well, I *thought* I was still hungry—anyway, what's the difference? You have lots more in the kitchen.

MOTHER: Really, Betty, sometimes I wonder—there are food shortages, you know. We can't afford to waste anything. What do you suppose the Pilgrims did? Could they waste food?

(Curtains close. They open again to show a simple Pilgrim cabin. Mistress Adams is sewing and Patience and Ezekiel are reciting to each other, using a horn book. Suddenly Ezekiel looks up.)

EZEKIEL: Mother, is it not yet time to eat? I am growing hungry.

PATIENCE: Yes, so am I.

(Mistress Adams looks up from her sewing.)

MISTRESS ADAMS: It grieves me to tell thee this, children; but until thy father comes back from his meeting with the Indians who have promised us food, we cannot eat. We have naught in the house. Let us pray that this terrible

AN ASSEMBLY PROGRAM BASED ON FREEDOM FROM WANT

time passes away and that we nor anyone else who ever is in this land shall ever go hungry again.

(The curtains close on the three kneeling in prayer. When the curtains part again, an outdoor scene is revealed. Jimmie, Bob, and Dick are playing tag. All wear fall clothes.)

JIMMIE: Hey, Dick, you're it!

BOB: Can't catch me!

(Dick rushes at Bob and catches the sleeve of his sweater or coat and rips it. By having Dick catch the sleeve which is not toward the audience, the rip can be simulated.)

DICK: Jeepers! *(If the teacher does not approve of slang, this word may be omitted.)* I tore your sleeve. I'm sorry. We'd better go home and fix it—my Mother can.

BOB: Oh, don't worry about it. My mother will get me a new sweater. There's no use in mending this old thing.

(As the curtains close, Jimmie is standing front left with a thoughtful look on his face. He shakes his head. When the curtains part again, a pioneer family on their way west is revealed sitting around a campfire. They are Sarah and Joseph White and their father and mother. The father speaks.)

FATHER: Mother, come over here. I want to talk to you. You children stay where you are.

(Parents walk a distance from the fire—toward the front of the stage.)

MOTHER: What is it, father?

FATHER: What in the world shall we do? It has taken much longer than we planned to come this distance. Winter is almost here and we're coming to the mountains. Joseph's shoes are all tattered from walking and he has no others. And Sarah's coat—it's in shreds. How will we keep the children warm until we reach California and new clothes?

MOTHER: Well, we can make a coat for Sarah from a blanket and perhaps, if you are lucky enough to kill a buffalo or some other animal, we can make some sort of shoes for Joseph. The children aren't complaining, though. All of us should be glad that we have food enough for at least one meal a day.

SARAH and JOSEPH (calling):

Come on, Mother and Father, let's be on our way to California.

(They begin to sing "Oh Susanna" as the curtains close. The next scene is in the living room of George's and Tom's house. They with their parents, who are reading, are seated around the library table. All wear coats or sweaters.)

GEORGE: I'm cold. Why don't we have more heat?

TOM: Yes, why is it always cold at home. The Smiths' house is warm.

FATHER: Boys, boys! Such complaining. This is war and we are indeed fortunate to have a home whether it's like the Smiths' or not.

MOTHER: We shouldn't want to heat our home with fuel that is needed to bring Victory sooner. Don't you agree, boys?

FATHER: What if we had lost our home in a bombing raid? It wouldn't be very warm then.

(The boys look expectantly at their father as though waiting for him to tell a story.)

FATHER: Now, when Pearl Harbor was bombed—

(Curtains close. They part again to show Lanai Moi, a Hawaiian girl, and her mother sitting on blankets or mats beneath a tree.)

LANAI: Our beautiful house! It's gone. It was there this morning; the sun made such pretty patterns through the blinds. When do you think we will have another house, Mother?

MOTHER: All the men in the navy with your father will help to make that day come soon. Those in the other services will, too, dear. Meanwhile, it won't be so bad. Hawaii is a beautiful place. It's warm and bright here. Don't you remember reading about people in other parts of the world—in cold countries—whose homes have been destroyed. They are much worse off than we are. Come, there's work to be done. If we work we will not think of our home and, besides, some day we'll have one again.

(Lanai and her mother hurry off stage as the curtains close. The narrator steps before them.)

NARRATOR: Now you know what we are trying to tell you. Most of us in America *do* enjoy freedom from want. It has not always been so. We must work to keep this freedom. We should be grateful for it and all the other freedoms which we enjoy.

WHALES AND WHALING

A UNIT ON A ONCE-FOURISHING INDUSTRY FOR INTERMEDIATE AND UPPER GRADES

Although the elephant is the largest of all land mammals, it cannot claim to be the greatest in size of all the animals. This distinction belongs to the whale or to the group of warm-blooded animals which live entirely in the water. Scientists call this group of animals by the family name of Cetacea. Among them are whales and their cousins the dolphins. Porpoises are a special species of dolphin and complete the group of aquatic mammals.

There can be no doubt that whales and their relatives are not fish. In the first place, they must come to the surface of the water in order to breathe and they inhale through nostrils instead of absorbing oxygen through gills as fish do. Then, experts have discovered that whales once had hands and feet. Last, whales do not lay eggs as do fish.

Whales are to be found in all the oceans and there are some species which live in fresh water. Because whales are warm-blooded they must protect themselves from the cold. To do this, instead of having fur or hair as other animals do, they have acquired layer upon layer of fat called blubber. This blubber is beneath their thick skin.

Most whales do not have teeth (although there are some kinds which do) and so they must have other methods of getting food. For this purpose the toothless whales have bony ridges in their mouths and when they are open to allow quantities of small fish to enter, these bony ridges act as sieves to keep in the fish while the water is expelled.

On the chart you will see pictures of some of the members of the whale-dolphin-porpoise family. There are many more members than could be shown. The largest whale is the blue- or sulphur-bottom whale and it is commonly from 90 to 100 feet in length and may weigh 75 tons. Some whales, in contrast, are very small.

The Whaling Industry

Before the development of the petroleum industry in the United States and

other countries, whale oil (from the blubber) was the principal source of fuel for candles and lamps. Most homes in the early days of our country were lighted with whale-oil lamps.

Of course, whaling was done long before the Americans sent great whaling fleets into strange waters. The Eskimos are said to have been the earliest whalers. They caught the whales which had become trapped in the narrow ice floes of the Arctic.

The Vikings of the north, as early as the ninth century, developed the technique of whaling. Farther south, the people of the Basque country near the Bay of Biscay became successful whalers especially around 1500. Then the Dutch, British, and finally Americans found whaling a profitable business. Of course, the American development came much later. Early whalers sought their prizes in the Atlantic Ocean from the Arctic Circle and Greenland to the far south. Later Americans explored the Pacific for big blue whales.

At the present time, however, the whaling industry has lost much of its former importance. There are many uses for whale oil and allied products still but the greatest need has passed.

Method

In the days when whaling was at its peak it was an extremely dangerous business. The whaling vessels themselves were small sailing boats which had, in addition to the hazards of whaling, the peril of the sea as a constant danger. High in the masthead a lookout was posted. When he noticed the spouting of a whale, he would cry, "There she blows!" Then small boats were launched. These were equipped with men and oars and harpoons and lances and rope. The rowers would bring the boat close to the whale and strong-armed men would hurl harpoons into its side. If they were fortunate, the men would be able to kill the animal and bring it to the side of the larger boat. Many disasters occurred when the little boats attempted to conquer the great whales. The lurching of the wounded creature

This unit may be incorporated into a larger study based upon pioneer life or it may be included with a science and nature study unit. Among the activities which may be carried out during this study, notice the suggestions for a frieze given on page 16. An advanced class may study sections of Melville's "Moby Dick."—Editor

frequently capsized the boat causing the death of many. After the whale was hauled to the larger boat it was made fast and then seamen began the job of obtaining the desired parts. The blubber was boiled or "tried out" in pots on the decks of the ship—a dangerous task in itself.

Some whalers towed their whales to shore so that the blubber and other things could be extracted more easily.

An improvement in the conditions came about when a harpoon gun was invented by the Norwegians. This gun made it unnecessary to get as close to the whale as formerly.

Modern whaling is much removed from that of earlier times. It involves many boats — all of them steam- or motor-driven. The largest boat is usually called a factory ship and it has facilities for hauling a whale onto the deck where it can be more conveniently cut or flensed. Smaller ships, called killer ships, go out from the factory ship and when a whale is sighted from the masthead the men on the harpoon deck shoot the harpoon which has a bomb attached. This bomb explodes in the whale, killing it more quickly. The whale is then inflated with air to make it easier to haul back to the factory ship.

Products From Whales

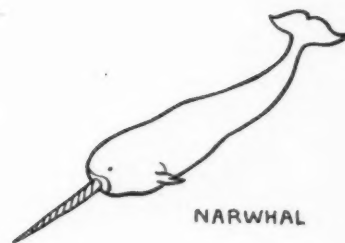
Now, more than formerly, a greater portion of the whale can be used. In the days of the great whaling fleets, only the blubber and whalebone (the bony ridges in the whales' mouths) were used. The former for oil and candle making; the latter for stiffening.

Modern uses for whale products are oil for soap, margarine, and lubricating oils for some machine parts; fertilizer, made from the refuse; ivory, from the teeth of the sperm whale and the tusk of the narwhal whale; leather, from the skin of the white whale (this is called porpoise leather); ambergris from the sperm whale from which perfumes are made; and spermaceti, an oil from the cavity in the head of the sperm whale which is used for ointments and other things.

WHALES AND RELATED MAMMALS



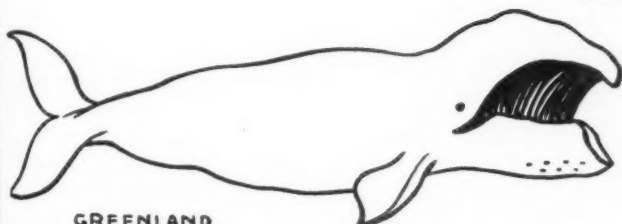
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PORPOISE



NARWHAL



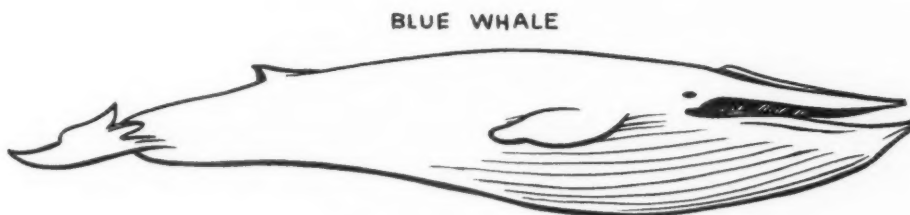
COMPARE THE
SIZE OF THE
WHALES AND
MAMMALS WITH
THIS ELEPHANT



GREENLAND
WHALE



ATLANTIC RIGHT
WHALE



BLUE WHALE



SPERM WHALE

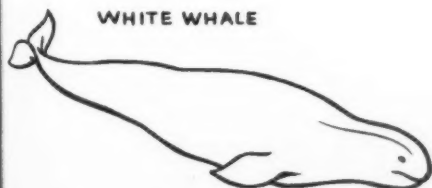
FIN WHALE



COMMON
DOLPHIN



BOTTLE NOSED
DOLPHIN

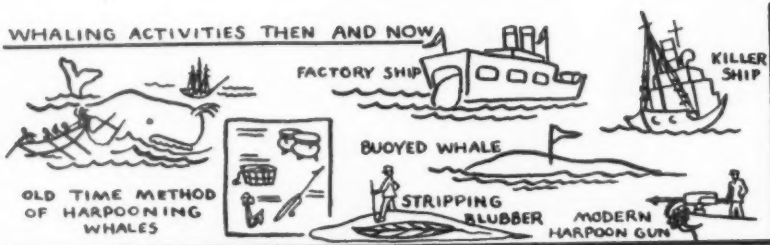


WHITE WHALE

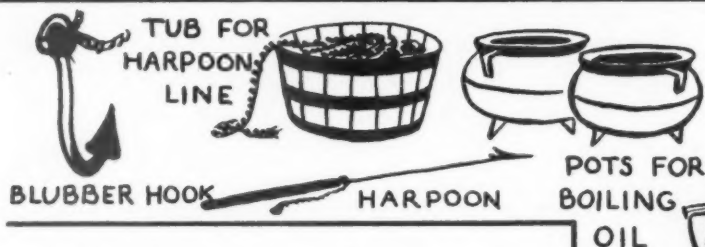


HUMPBACK
WHALE

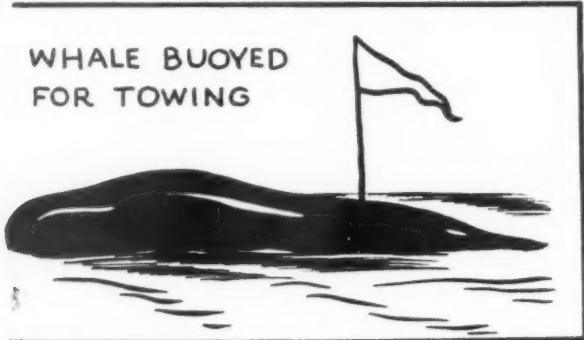
WHALING ACTIVITIES THEN AND NOW



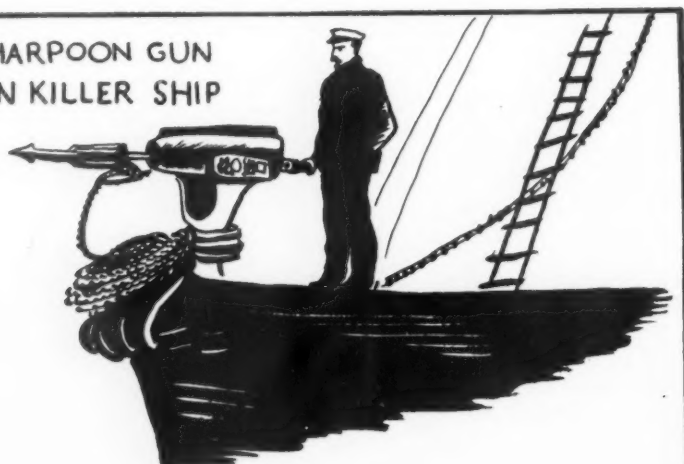
HARPOONING A WHALE



WHALE BUOYED FOR TOWING



HARPOON GUN ON KILLER SHIP



WHALING FRIEZE

A most important part of the development of the United States was played by the whaling industry in the early days of our existence. The brave men who went out from Massachusetts ports established the reputation of our country for daring exploits.

It is most appropriate, therefore, that — when whales and whaling are being studied — the class should wish to make a frieze showing the development of the industry. The older methods of catching whales are more picturesque, the modern equipment is fascinating and should be included.

The class should study the pictures on this page, read on the subject, and then decide just what pictures they wish to use in their frieze.

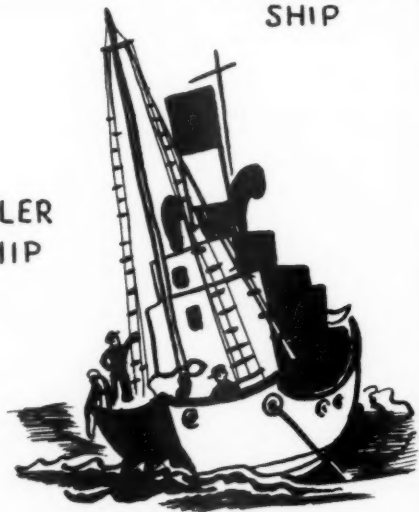


STRIPPING BLUBBER ON LAND



MODERN FACTORY SHIP

KILLER SHIP



TEACHING

Music IN THE GRADES

MUSIC IN THE RURAL SCHOOL—PART II

by
LOUISE B. W. WOEPPEL
Supervisor of Music, Ralston, Nebraska

During the few minutes devoted to theory, the primary children should not be expected to recite individually or to master all the material presented at one time. A few talented youngsters will learn the symbols and names as readily as the older children. These pupils should be encouraged to recite with the older members to keep them interested. Among older children noticeable differences in the rate of mastery is to be expected. In the intermediate grades, a child of talent will retain more than the older, average child. Nevertheless, all the group will benefit from the presentation, since the slower individuals will have an opportunity to review the material when other songs are studied. If time permits, large notes, clefs, and symbols may be cut out of black paper. These may be laid on paper ruled with black lines. Young children enjoy arranging the picture that is drawn on the board.

The music period should be arranged so that all the children benefit thereby. For that reason, teachers should not overstress the sight-reading process. Until the youngsters are familiar with the symbols and notes as found in an "observation" song, reading material should not be presented. The teacher will continue to rote both types of songs: art songs for pleasure and aesthetic development and the simpler songs for study.

Making Instruments

If an activity period is scheduled, the intermediate and older children may enjoy making instruments for a rhythm band. Oatmeal boxes, pieces of wood, sandpaper, and sticks make usable rhythm instruments. Drinking glasses, filled to different levels with water, may be tuned to the scale. A child may play the melody on these (using a spoon) while the sticks and drums keep time. Even primary children may learn to keep time perfectly and should be permitted to join the band. Before assigning instruments the teacher should have a tryout period to determine which children should handle the more complicated instruments. In general, the classes require the greatest skill. If any

of the group have toy xylophones or orchestra bells, those children may bring them to school. Such instruments may be used either to keep time or to play melodies. Some children with poor voices have a marked sense of rhythm. This activity gives them a chance to shine. A rhythm band is a welcome addition to programs also. Accompanied by a phonograph, a piano, or voices, the band may offer patriotic, seasonal, or standard numbers. Both the Listening Hour and the band may be started while the group are working on "observation" songs.

Determining Tonal Skips

Many children lack the ability to determine the skip in sound between two notes. If this is observed, the teacher may give them drill work on the board. She can make a ladder on the board, using the numbers or notes of the scale. The scale should be taught by rote; then portions of it, both ascending and descending. After the neighbor notes are mastered, the teacher introduces the skipping notes. (For examples of figures see *Junior Arts and Activities* for October 1940.) When the group can sing these skips from the ladder, they should be used as drills in the "observation" songs. For example, the teacher might say, "We have another kind of musical hide-and-go-seek. I shall sing a figure in our song. When you know where it is, put your head down." The child who is ready first comes to the board and places his fingers or "pointers" around the phrase. Then he sings it alone and the group repeat it after him. In this way the group learn not only the name but also the sound of certain skips. This knowledge is essential to good sight reading.

To help fix the location of *do* or *one*, draw a colored line at the correct place. (If *one* is in a space, the line should be broken, so as not to give the impression of a six-line staff.) Then the group should read one phrase silently. When all the intermediate and older children have put down their heads to show readiness, the teacher asks the entire

group to sing it. If there are other identical phrases, they are found and sung at this time. The pupils study each phrase silently, then sing it aloud. Before singing the entire song, the children are asked to whisper the notes as they sing. This provides both note and tune review. Then the song is sung in its entirety. If the tonal skips prove difficult, the children should be given additional drill on them at the next class period, before singing the song. Sight reading one song is sufficient theory for one class period. If some section of the song is too difficult for sight reading, that section may be rote. At this time, the group need encouragement and assistance. Their first attempt to learn a new song by themselves should be made as easy as possible. When the tune is mastered, the words may be rote or sung from the book. Since this activity is primarily an intermediate and upper grade one, words and melody that will appeal to the older children should be chosen. The primary youngsters may be copying notes on the blackboard or making a picture of the board song with black notes and ruled paper, while the other children sight read.

The rest of the music period may be spent in learning a new art song, singing rounds, or learning a game song. If possible, the group should master one sight-reading song a week. If that song is serious, the art songs taught should be happy or lively. Because the primary group also learn the art songs, some play or game songs should be selected. Later these games may be played during indoor recesses or to brighten up a gloomy day.

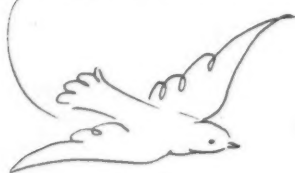
If this program is followed, the group should be able to learn two or three sight-reading songs a week, in the second semester. If one game song and one art song are also learned each week, the group will acquire an interesting repertoire of songs. At no time should the class be paced for the youngest or slowest members. The study songs should be well within the range of the average age and talent. Then the older,

(Continued on page 47)

DEDICATED
to
JUNIOR RED CROSS

"HELLO CHILDREN"

WORDS AND SETTING
by
MARIE G. MERRILL



Hel - lo, child-ren, child-ren in many lands. Hel - lo,
lo, child-ren, child-ren in many lands. Hel - lo,

children, to you we reach our hands. Our thoughts a-cross the seas would fly, like birds of beaut-y
child-ren, we want our hopes to share. We'll work to bring you homes a-gain, to make your land your

through the sky, to dry the tears in ev'-ry eye. Hel - lo, child - ren, child - ren in
own a-gain, a song u - pon your lips a-gain. Hel - lo, child - ren, child - ren in

- ENDING SECOND ENDING
man-y lands. Hel- child-ren in man- y lands.



POSTER STORY



IN OLD PLYMOUTH

by
THELMA MORELAND

Patience was just a little Puritan girl but already she had learned to cook what food was to be had in the cold land to which her father and mother had brought her. One day, just before Thanksgiving, she had made some turkey stew especially for John. She knew John was coming across the common to bring her mother some wool for new stockings.

After the stew was cooking on the fire, Patience sat down on the settle to wait for John. She waited and waited.

Suddenly there was a loud knock on the door.

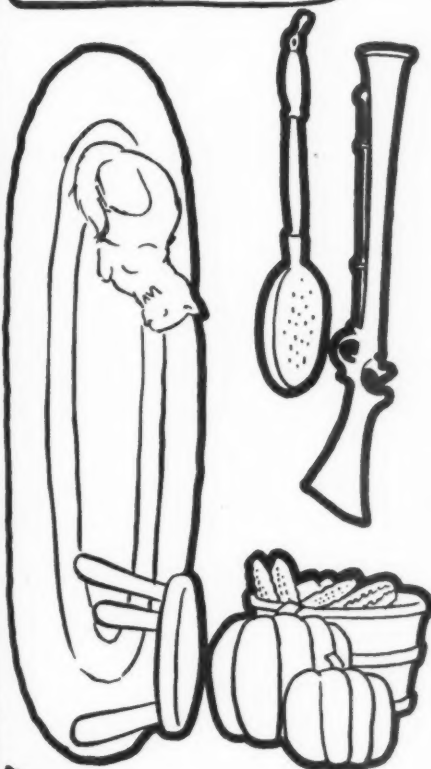
"Hurry, Patience. Let me in." It was John's voice.

When Patience opened the door and John had scurried inside she asked what was the matter.

"Oh, a most wild-looking Indian was following me and I was so afraid. Look, Patience, there he is at the window now."

"John, you silly, that's only Solemn Face. He's a very friendly Indian, in spite of his name. Father says so. Let's ask him to have some of our stew."

And they did.





BOOKS AND BOOKMAKING

A UNIT FOR THE
INTERMEDIATE AND UPPER
GRADES

by

ANN OBERHAUSER



Introduction

During November, when National Education Week and Children's Book Week are observed, teachers will find an excellent opportunity to begin a unit on books and the making of books. As perhaps with no other subject, the correlations and integrations of this unit will permit the fullest scope of the activity program. At the same time it affords ample opportunity for both teacher and pupils to observe the advances in all branches of human endeavor because of the diffusion of knowledge through books. This will include such thoughts as the progress of democracy made possible by books; the advance of scientific knowledge through books; and many other topics.

This unit also gives the children a chance to carry out interesting art and dramatic activities in addition to many correlations with music, language, and the other subjects of the curriculum.

The teacher's ingenuity and initiative in presenting the material and the class' adaptability are the two cornerstones on which this most interesting study will be based. The possibilities are unlimited; the unit may be extended as far as time permits. Emphasis may be placed on the history of books or on the processes involved in the making of books; either one will give many pleasurable experiences and will increase the children's knowledge and love of books.

Objectives

I. Teacher's aims

- A. To inculcate a love of books
- B. To show that man's progress has been due in great measure to the dissemination of knowledge through books
- C. To help boys and girls obtain the most possible (enjoyment and information) from books
- D. To teach the correct use of books

E. To introduce the class to history through the medium of the history of books and the role books play in civilization

F. To encourage such factors as cooperation, initiative, helpfulness, adaptability, and industry through the activities connected with this unit

II. Children's aims

- A. To learn about books
- B. To take part in plays or programs based on this theme
- C. To plan interesting activities
- D. To learn how books may help them
- E. To make things

Approach

If the unit is not begun sooner, the approach of Book Week may stimulate the children to want to learn something about books. Local libraries will have exhibits of old and new books (or some other phase of the subject) which may stimulate discussion and lead to a unit. However, if a teacher plans the culminating activities to take place during Book Week, the unit obviously will need to be begun long before that time and some other form of approach or stimulus will be necessary. Such approaches may be a discussion of the changes in books because of wartime restrictions, the reading of some account of old books, a history lesson in which the subject of the scarcity of books or some allied situation is related, and so on.

Intelligent guidance on the part of the teacher is necessary to begin a unit such as this and to direct it into fruitful channels so that it will not become lost in a morass of more-or-less irrelevant or unimportant data.

Beginning the Unit

During the course of the unit two factors will be most important. They are: teacher presentation of material necessary for comprehension of the sub-

ject; and vital research by the pupils themselves. This research may elaborate on the teacher's presentation or the teacher may use the research as a basis for her presentation and fill in the gaps left by the pupils. The procedure will depend upon the experience which the class has had in research.

Développement

I. Planning the unit

A. A preliminary discussion to determine what things the pupils should learn from the unit

1. The history of books
2. How books are made

B. Forming committees

1. Research committee
2. Activity committee
 - a. Art work
 - b. Construction work
 - c. Playlets and other dramatic activities

d. Program or other culminating activity

C. Discussing the culminating activity

1. This discussion should be preliminary and the final decision should be left until slightly later in the unit.
2. Suggestions should be brought to the committee and then discussed in class.

3. A decision should be made early in the unit to give it impetus and direction.

II. Teacher presentation or unit study content

A. The history of books

1. Consider how knowledge was transmitted before the advent of books or of writing or of people who could read.

a. Word of mouth—teacher to pupil, storytellers, bards singing the poetry of the people

2. First books

a. Egyptians wrote on stone or papyrus (a plant growing along the Nile

River of which the paper-like stems were used) using hieroglyphics. These paper-like writings were rolled.

b. The Assyrians used a wedged-shaped stiletto to mark on soft clay which, when baked, became their records. It is said that some cities had libraries of these tablets for use by scholars.

3. Greece and Rome

a. Papyrus came into favor.

b. They had an alphabet.

c. They wrote by hand as did the earlier peoples.

d. They rolled their books into scrolls.

4. The Middle Ages

a. The monks were the principal scribes (writers) who copied the works of earlier authors.

b. They made beautiful books, decorating the texts with carefully drawn pictures called illuminations.

c. Religious works were made.

d. It took many years to copy a book.

e. Instead of papyrus, vellum (the skin of a calf) or parchment (the skin of a sheep) was used.

f. Because the books were so valuable and so scarce they were sometimes chained to their places so that they could be used but could not be carried away or stolen.

g. Instead of rolls, books were now placed in flat sheets between wooden covers which, in turn, were covered with leather, precious cloth, or something of the sort and sometimes decorated with gold and jewels.

5. The words associated with books and bookmaking

a. Book—comes from the Greek word applied to the Bible, which was "the book."

b. Volume — means a rolled manuscript.

c. Codex was the word applied to books which lay flat in contrast to the rolled manuscripts.

d. Tome — now a heavy, serious, lengthy book once meant a part of a volume and comes from the Greek "a piece cut off." Allied words are atom, anatomy, epitome, etc.

6. Books come to the people

a. Invention of the printing press by Gutenberg

b. Invention of paper from rags

c. The Chinese had both of these things before Europeans but, because of the difficulty of travel, knowledge of them did not come to Europe until after they had been independently discovered there.

d. At first men tried to make their books look like the handwritten ones.

e. Finally men took interest in developing new styles of letters to be used in books. These are called type faces.

f. After a long time, machines for setting type and for binding books were developed. These inventions made books cheaper and hence more accessible to all.

B. The making of a book

1. The author writes the material.

2. A publisher decides to publish it.

a. Conferences regarding the manuscript take place: suggestions for changes, decisions regarding the size of the book, whether it should have pictures, what kind of type should be used for the body of the book and for the headings of chapters, how it should be bound, etc.

b. For many of these conferences the author must be present. The publisher and production men attend others.

3. The manuscript is sent to the typesetter to be set in type.

4. The proofreaders and then the author read the type and make desired changes.

5. The artists and photographers are making the illustrations.

a. These illustrations are then taken to an engraver who makes metal plates to be used in printing.

6. The type and the illustrations are put together to make a proof of the entire book.

7. After that is corrected, the book is printed on flat sheets of paper.

a. These are called forms.

8. The sheets are then folded and cut and gathered together in the proper order.

a. They are stitched or bound together in some way.

9. Finally the cover is placed on the book and, after finishing processes (stamping the lettering on the cover and so on), the book is ready to be shipped to the bookseller.

(Note: Many points in this outline may be elaborated upon if time and inclination permit. Standard encyclopaedias have good accounts of both the history of books and the processes involved in the making of books.)

III. Correlations

A. Language: The making of a notebook combines art and language activities and is most important in this unit. The children may write their accounts of research and so on in a note-

book decorated as we have suggested elsewhere in this unit. Oral language will include discussions and program work.

B. Arithmetic: In the making of books an opportunity will arise to compare the number of words and lines of type and so on, if the class has the facilities for observing bookmaking at first hand.

(Note: In regard to bookmaking, it may be noted that some processes of newspaper publishing are like those of book publishing. An excursion to a newspaper plant will reveal two important likenesses: typesetting and reproduction of photographs and art work.)

C. History: The class may note (by means of a time line or some other device) the parallel progress of books and civilization.

D. Geography: Map work is important to show the places where printing and bookmaking developed and how these inventions traveled across the world.

F. Social Studies: The class may discuss such questions as: How has the spread of books affected the world? What were some of the first things which settlers did in this country? How did books play their part? How are books helping to win the war? Are books necessary in everyday living? and many more will bring out the necessity of books and their place in civilization.

G. Science: The pupils can learn the principles upon which typesetting machines and engraving are based. They may know something of the way in which vellum and parchment were made ready for use in the making of books during the Middle Ages.

H. Art: The class may take notebooks using the illumination motifs of the ancient manuscripts for cover decorations. They may make bookmarks for the books in their own libraries. Time lines and other graphic illustrations (murals, friezes, and posters) may be made to show the progress in bookmaking.

IV. Other activities

A. Excursions

1. The local newspaper plant will show the typesetting and engraving processes.

(Note: Be careful to point out to the boys and girls that the stereotyping process is not used in bookmaking and that commonly books are not printed on rotary presses.)

2. The library

a. See exhibits on old books

(Continued on page 44)

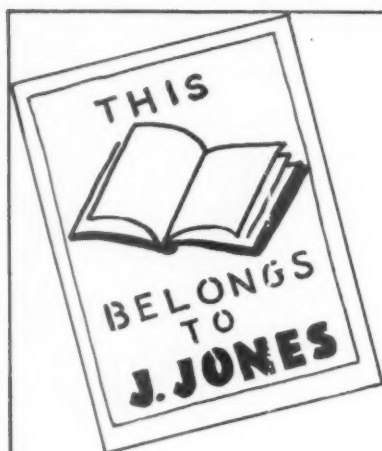
BOOKPLATES

Among the things to be encouraged during the unit on books is the collection and preservation of books. Everyone can have a modest library of his own.

In order to make the activity have additional meaning, the boys and girls will want to personalize their collection of books by having bookplates to attach to each book. Here on this page are suggested designs as well as various methods for carrying out these ideas.

The boys and girls may make more elaborate bookplates if they wish. They may also incorporate their own signature into the place marked for the name of the owner of the book. This will give an additional personal touch to the bookplates.

Notice especially that the bookplates may be done black on white or white on black. Also, while it is not generally practiced in bookplates, the children may use colors, if they wish.



- ① DRAW A DESIGN ON FAIRLY HEAVY PAPER AND CUT IT OUT WITH A SHARP POINTED KNIFE OR SCISSORS



- ② LAY THE STENCIL ON YOUR CARD, COLORED OR WHITE. USE PAPER CLIPS AND WEIGHTS TO HOLD THE STENCIL IN PLACE.



- ③ BRUSH COLOR THROUGH THE STENCIL OPENINGS



- ④ FOR PRINTING THE WORDS



USE A PRINTING SET WITH COLORED INK OR TEMPERA

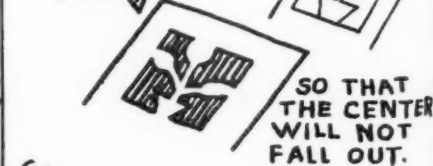
- ⑤ FOR PRINTING BORDERS—WITH PENCIL END, TACK OR SCREW HEADS, TUBE CAPS, OR ANY SMALL FLAT SURFACE.



- ① HAVE THE STENCIL PAPER THE SAME SIZE AS THE BOOKPLATE CARD

- ② CUT AWAY ONLY THE PARTS TO BE PRINTED

- ③ WHEN YOU HAVE A DESIGN WITHIN A SHAPE BE SURE YOU CUT IT LIKE THIS



- ④ IF YOU MAKE STENCIL LETTERING CUT THE LETTERS "ABDOPQR" LIKE THIS:

ABDOPQR

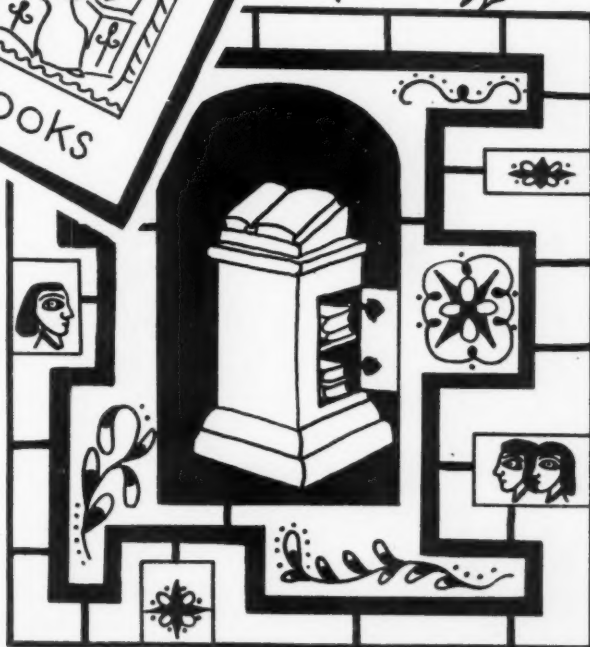
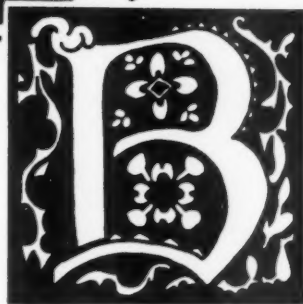
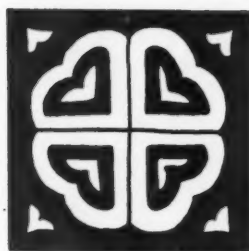
BOOK COVERS

The illuminations on Medieval books are most beautiful. During the course of the unit on books and bookmaking, the boys and girls will wish to make notebooks. What could be more useful and attractive for these covers than designs based on the ancient illuminations.

On this page we have given many suggestions. If it is possible for the children to see an exhibit of ancient books, they may be able to gather additional ideas.

Besides using the illuminations for the cover design, they may wish to make illuminated letters for use on the beginning pages of the various sections of the notebook itself.

Attractive posters for Book Week may be made and these may also utilize the illumination motifs.



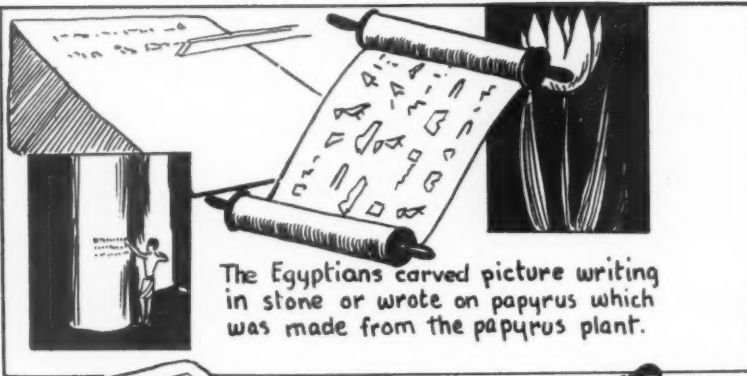
THE HISTORY OF BOOKS

The history of books is a fascinating story. It mirrors the history of mankind. Surely this phase of the story of books has a place in a notebook.

Again the pictures shown here are but suggestions. If the boys and girls can collect other pictures which represent some section of the history of books, these should also be included in the notebook.

An appropriate story about each picture is necessary.

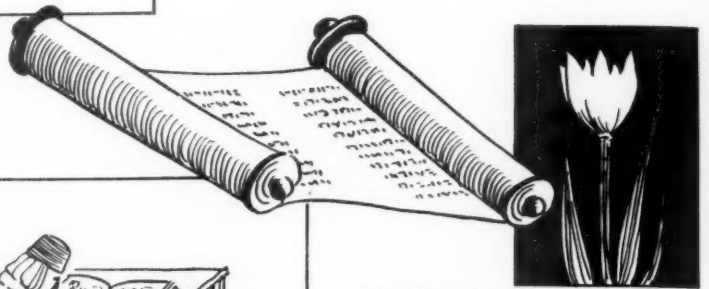
Have an exhibit of the notebooks at the end of the unit.



The Egyptians carved picture writing in stone or wrote on papyrus which was made from the papyrus plant.

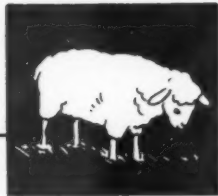


The Assyrians made records on clay tablets.

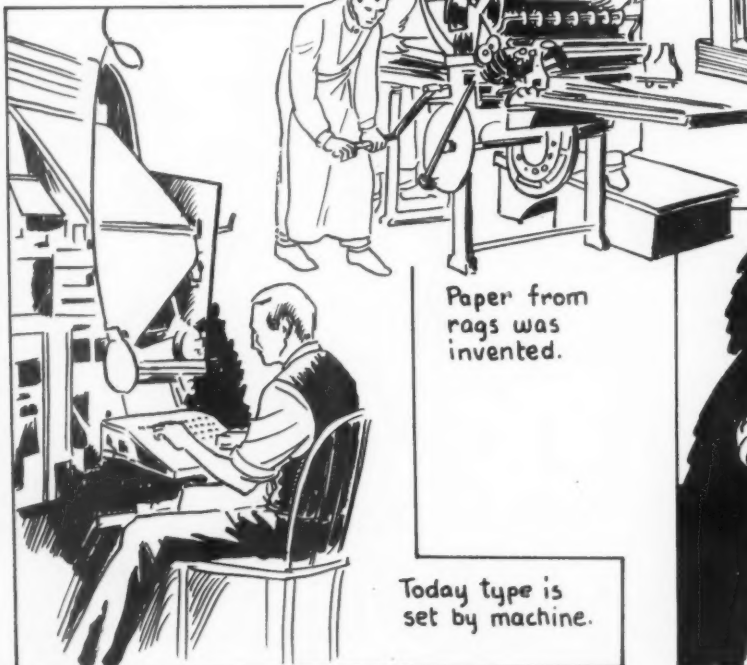


The Greeks and Romans used papyrus rolled on scrolls.

In the middle ages books were first put between covers. The pages were lettered by hand in parchment made of sheepskin.



The Gutenberg press enabled many copies of a book to be printed.



Paper from rags was invented.

Today type is set by machine.



New metal type faces have been invented.

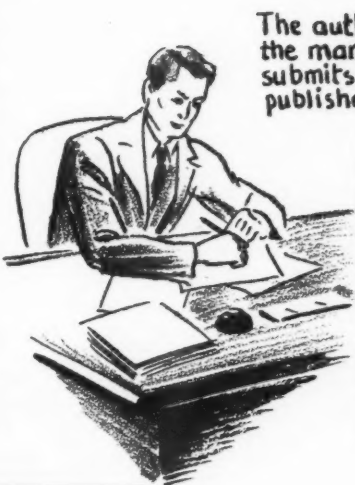
HOW BOOKS ARE MADE

For a notebook which the children will make during the study of books, the story of how books are made in modern times will form a most interesting and important part. The pictures we have shown here are in sequence as to the processes involved in making books.

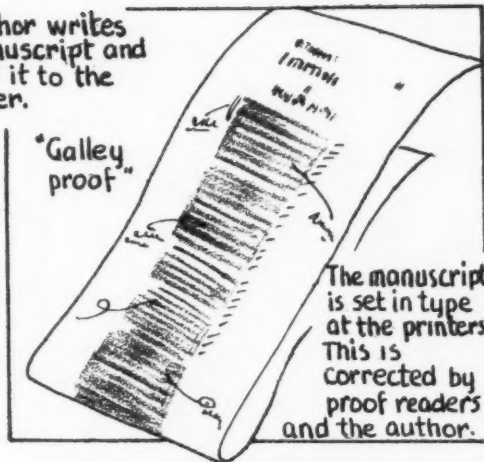
If the children do not wish to make sketches of the processes, it will not be too difficult to find pictures of the steps involved in some of the magazines in general use.

The sketches or pictures should be placed—one on each page—and a story about that process written beside it.

If the class visits a printing plant, they may be able to get pieces of proof or metal type slugs to place in their notebooks.



The author writes the manuscript and submits it to the publisher.

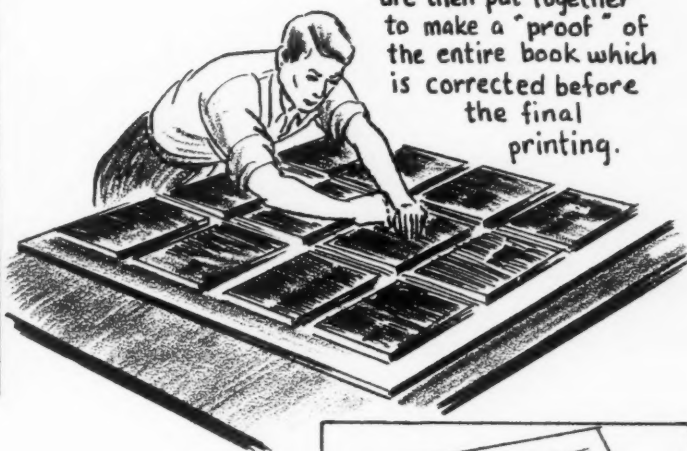
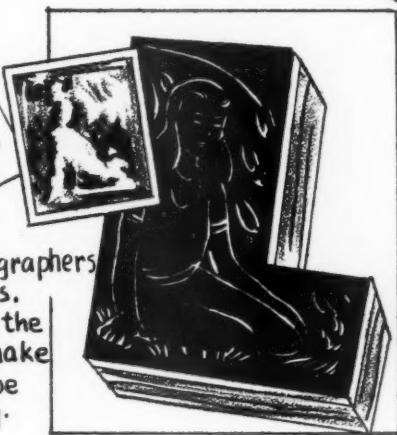


"Galley proof"

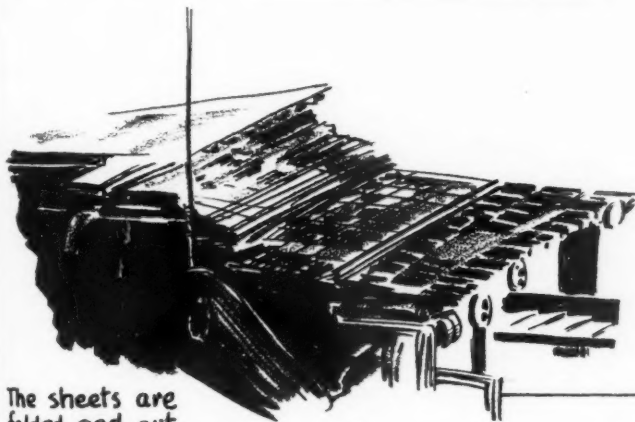
The manuscript is set in type at the printers. This is corrected by proof readers and the author.



Artists and photographers make illustrations. These are sent to the engravers who make metal plates to be used in printing.



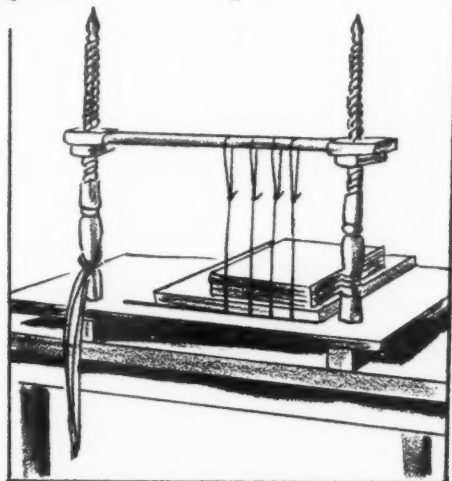
The type and illustrations are then put together to make a "proof" of the entire book which is corrected before the final printing.



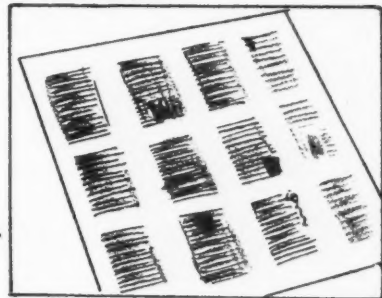
The sheets are folded and cut and gathered in the proper order.

The book is stitched or bound.

A simple machine showing book sections being stitched.



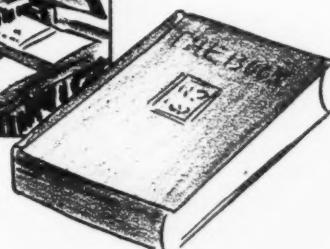
The book is printed on flat sheets of paper called forms.



Finally the covers are made and placed on the book.



Cover stamping machine.



OUR GOVERNMENT

While the office of Attorney General, the head of the Department of Justice, was established in 1789 along with other government offices; it was not until 1870 that the Department of Justice was created by an act of Congress. The reasons for this action may be more clear when it is remembered that the functions of the government expanded enormously between the two dates we have mentioned.

The head of the Department of Justice, as we have said, is the Attorney General. He is fourth in line for presidential succession in the event of the incapacitation of the president and vice-president. The Attorney General and his department are charged with the enforcement of the federal laws of the United States. In this capacity they carry out the president's constitutional duty which charges him with seeing to it that the laws of the land are enforced. The Attorney General is required by law to advise the president and other department heads regarding legal matters and he sometimes represents the United States in very important matters to be decided by the Supreme Court.

Under the Attorney General are three principal officers. (1) The Solicitor General has charge of presenting cases to the Supreme Court and appeals to other United States Courts. Under him are the district marshals, attorneys, and clerks of lesser federal courts. (2) The Assistant to the Attorney General has charge of legislative, administrative, and personnel matters within the department. (3) Next in importance come the six Assistant Attorneys General who head the following divisions: the Antitrust Division, the Tax Division, the Claims Division, the Land Division, the Criminal Division which includes the Civil Liberties Unit, and the Customs Division.

There are three bureaus in the Department of Justice: the Federal Bureau of Investigation, the Bureau of Prisons, and the Bureau of War Risk Litigation.

In addition, the Bonds and Spirits Division, the Board of Parole, and the Attorney for Pardons complete the picture of the activities of the Department of Justice.

From this it may be seen that the Department of Justice is primarily concerned with the law: its enforcement and application insofar as the federal government is concerned. The principal business of the department in carrying out this work is fourfold: the inves-

The Department of Justice

This is the ninth of a series of articles on the various executive departments of our government. Next month we shall conclude this feature with the Department of Labor.

tigation and prosecution of those persons who have violated federal laws, the approval of titles to lands and other types of property which the government acquires or wishes to acquire through purchase or condemnation proceedings, the management of our federal prisons and other similar institutions, and the duty to appear in behalf of the government in all civil litigation.

Perhaps the most colorful activity of the Department of Justice is that undertaken by members of the Federal Bureau of Investigation under its director, J. Edgar Hoover. They are, in a manner of speaking, the nation's No. 1 detec-

tives. It is their duty to seek out and to discover those persons who have committed federal offenses and to do this they must be trained to cope with a multitude of situations ranging from protecting themselves against murderers to solving the most complicated cases. All the men in the bureau are either lawyers or accountants and after they have passed very severe tests they are sent to school to learn the methods employed by the bureau to detect criminals. When they have completed this training, the new "G-Men" are put under the supervision of veterans until they are thoroughly familiar with their work. Then they are permitted to work alone on cases. The Federal Bureau of Investigation maintains offices all over the country; it also works closely with state and local law enforcement agencies and maintains services (such as training institutes) for their use.

There are some matters which, although they involve violations of federal statutes, the Federal Bureau of Investigation has no jurisdiction. Two of these involve tracking down of counterfeiters and illicit dealers in narcotics. These matters are handled by the members of the Secret Service, a branch of the Treasury Department.

The officials of the federal courts situated all over the country come within the authority of the Department of Justice. There are 92 federal district attorneys and marshals.

Whenever Congress passes new laws they are known to the officials of the Department of Justice whose duty it is to see that they are enforced. After those, in the opinion of investigators, guilty of crimes are apprehended, the district attorney within whose jurisdiction the crime has occurred prepares a case to be presented before the Federal Court.

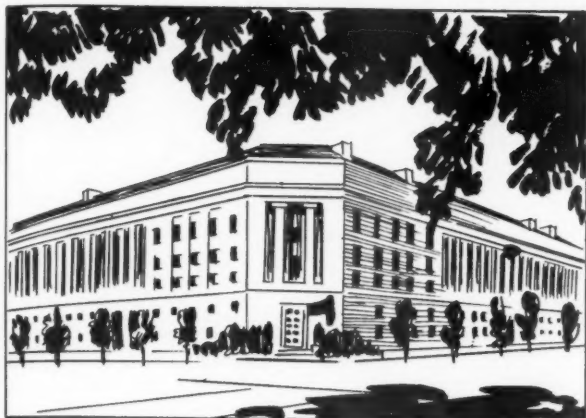
Very many distinguished men have headed the Department of Justice. All have been lawyers and at least three former Attorneys General have subsequently sat upon the bench of the Supreme Court of the United States.

The Present Chief Justice, Harlan F. Stone, is a former Attorney General. The first Attorney General (under President Washington) was Edmund Randolph. When the department was created in 1870, Amos T. Akerman was the Attorney General. The present head of the Department of Justice is Francis Biddle.

NOVEMBER CALENDAR

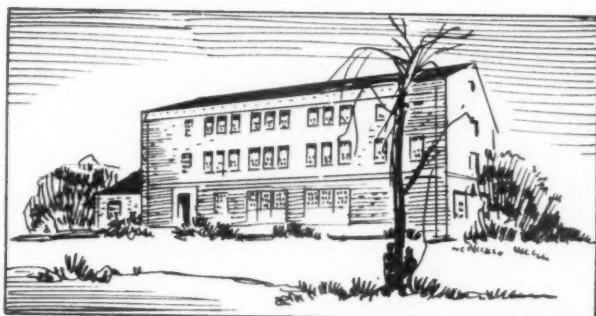
James K. Polk, 11th President, born 1795.....	November 2
Warren G. Harding, 29th President, born 1865.....	2
William Cullen Bryant, poet, born 1794.....	3
American Education Week.....	7-13
Joaquin Miller, poet, born 1841	10
Armistice Day.....	11
Robert Louis Stevenson, poet, born 1850.....	13
Children's Book Week.....	14-20
James A. Garfield, 20th President, born 1831.....	19
Franklin Pierce, 14th President, born 1804.....	23
Zachary Taylor, 12th President, born 1784.....	24
Thanksgiving Day.....	25
Mark Twain, writer, born 1835	30

DEPARTMENT *of* JUSTICE



HEADQUARTERS OF THE DEPARTMENT OF JUSTICE

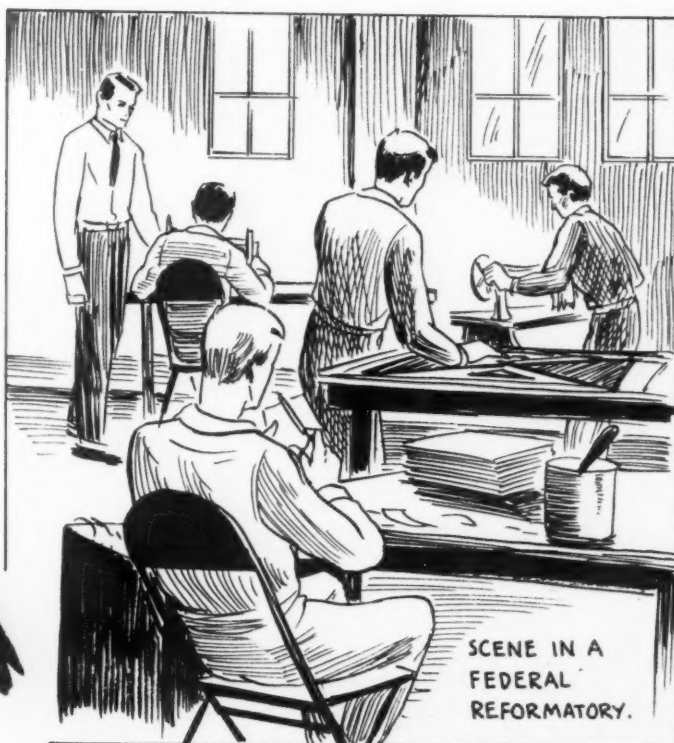
FRANCIS BIDDLE,
PRESENT
ATTORNEY
GENERAL.



BARRACKS AND
SCHOOL FACILITIES
OF THE F.B.I.



HARLAN
STONE,
PRESENT
CHIEF JUSTICE
OF THE
SUPREME
COURT, A
FORMER
ATTORNEY
GENERAL.



SCENE IN A
FEDERAL
REFORMATORY.

A Unit on

ALICE'S ADVENTURES IN WONDERLAND

FOR PRIMARY AND INTERMEDIATE GRADES

Lewis Carroll's immortal juvenile classic is a perennial favorite with adults; but, in this day and age, children are frequently unfamiliar with the story and, if they do read it, they may not enjoy it to the fullest extent. This is understandable since *Alice* was written to appeal to English youngsters living in the middle of the nineteenth century and their abilities and interests were different from those of children living in America at the present time. Nevertheless, the story *was* written for children and it is regrettable that modern boys and girls are not better acquainted with it. This, then, is the purpose of our unit (particularly apropos during Book Week): to familiarize children with *Alice's Adventures in Wonderland* and to make the story a vital part of the wealth of childhood experiences which will be carried over into their lives when boys and girls reach adulthood.

Procedure

First of all, some stimulation for the reading of the book must be provided. Pictures (and there are so many of them) from the story might be posted on the bulletin board. The teacher might recite one or another of the many fascinating poems which are sprinkled throughout the story. "Twas the Voice of the Lobster," "Jabberwocky," "The Walrus and the Carpenter" are a few which might be chosen. The teacher might also ask the boys and girls if they have ever heard of some of the events in the story.

When sufficient interest has been aroused, the teacher will want to present the story in its entirety to the children. This may be done in different ways. Depending upon the age and aptitudes of the class, the story may be read or retold by the teacher. If the teacher feels that too much parenthetical explanation must be given, it is not a wise plan to read the story since the continuity will be disrupted by the frequent pauses for explanations. In that case it would be better for the teacher to make an outline of the events of the story, familiarize herself thoroughly with it, and retell it to the class. At the proper places she should read the

poems which form such an interesting part of the tale.

After the story has been told or read (or at stated intervals during the proceeding), the class should discuss the events of the tale. This discussion may lead to a desire to dramatize the story. If this is so, the main activity of the unit may center around the dramatization.

Dramatization

First of all, a list of the characters or events to be portrayed should be made. Because of the diversity of scenes in the story, it probably will not be convenient or wise to include all of them. This process of elimination will call for discrimination on the part of the class.

After it has been decided which scenes to dramatize, committees should be formed—each committee preparing original scripts for use in the play. Of course, much of the original dialogue of the story may be used if desired, but the children can compose their own conversations if they wish. Members of the class will be selected to play the various roles.

While this is going on, additional class discussions will decide for what purpose the play is to be given—for parents, in the school assembly hall, etc. Committees can be appointed to write letters of invitation, make posters announcing the event, plan the scenery, and so on.

The Life of Lewis Carroll

If the class is mature enough for this activity, the teacher might present a brief sketch of the life and times of Lewis Carroll. The information thus gathered may form a portion of the notebook on *Alice's Adventures in Wonderland* kept by the class or by individual members. Information regarding the author may be obtained in any standard encyclopedia.

Activities

In addition to the dramatic presentation, the following activities may be carried out by the class: the making of scenery (using wrapping paper and tempera colors or anything else which is available and suited to the children's abilities); the making of a notebook complete with interesting cover; the making of costumes; the making of posters

The suggestions contained in this unit should enable teachers to make *Alice* and her adventures as meaningful for their pupils as they were for them in childhood. The emphasis given to the poems contained in the story is particularly good. Some poems from "Through the Looking-Glass" are included.—Editor

for the play; the writing of letters; learning some of the poems and illustrating them; the making of friezes or murals depicting the adventures of *Alice* or the life of Lewis Carroll; and the making of sand-table arrangements of scenes from the story.

Correlations

Of course the principal correlations will be in art (most of which are described in the paragraphs immediately preceding); but there are other equally important ones.

ARITHMETIC: Measuring for stage scenery and costumes.

SPELLING: Learning to spell words used in the play and in the poems—

lobster	carpenter
walrus	knight
queen	duchess

GEOGRAPHY: If the boys and girls are beginning to have map study, they may be shown a map of England where Lewis Carroll created the adventures of *Alice*.

NATURE STUDY: *Alice* is replete with references to many animals. Most of these are presented in caricature but, by showing pictures of the animals as they really appear, the children will learn about the appearance and habits of many animals in a way which is pleasant and meaningful. Here is a list of some of the animals in *Alice*: rabbit, hare, mouse, dormouse, walrus, lobster, oyster, flamingo, hedgehog, cat, pig, goat, horse, eel, duck, eagle, lizard, frog, crab, and many others.

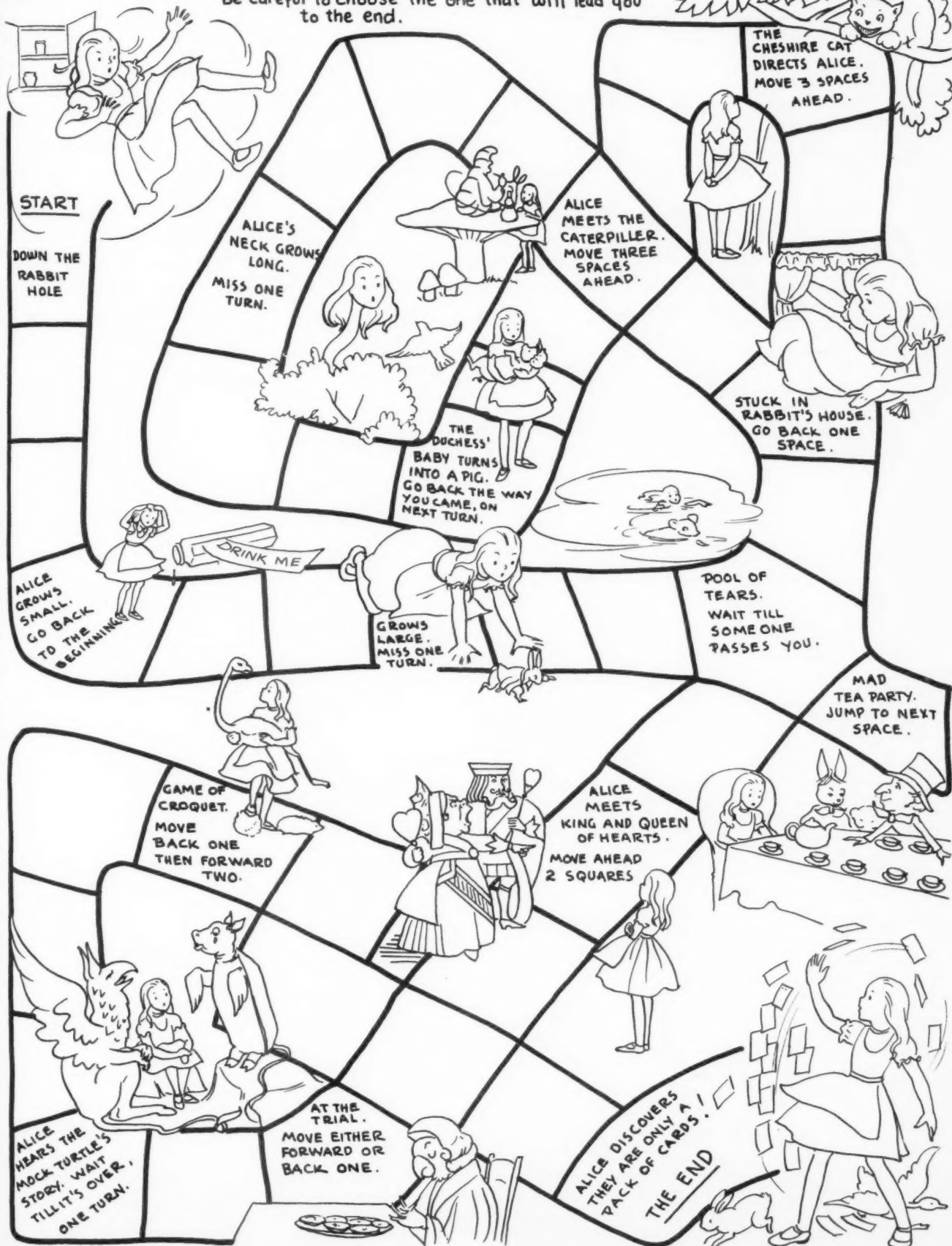
Additional Suggestions

On a following page we have presented ideas for making cut-paper posters during the course of the unit. These may be also used to advertise the play.

The *Alice's Adventures in Wonderland* game will serve two purposes: the children will enjoy playing it and it will make the characters and events in the story impressive to the boys and girls. While it may not be desirable to test the children on their knowledge of *Alice*, if they play this game teachers may be certain that boys and girls will remember the essential points of the story and will carry their delightful experiences with *Alice's Adventures in Wonderland* with them always.

ALICE-IN-WONDERLAND-GAME

Note - When you come to a crossroad you may take any path you wish.
Be careful to choose the one that will lead you to the end.



POEMS FROM ALICE'S ADVENTURES IN WONDERLAND

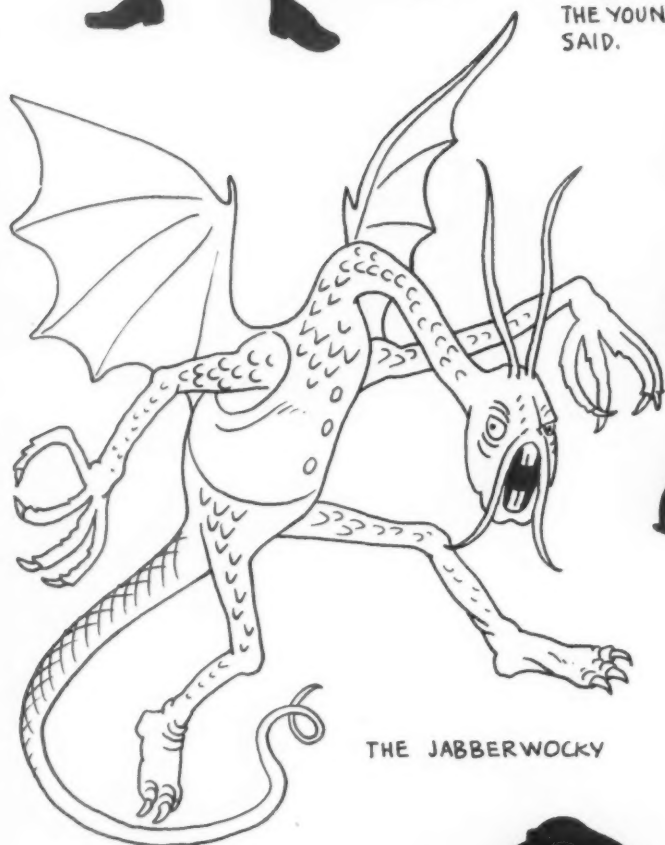
The poems from ALICE'S ADVENTURES IN WONDERLAND may form the basis for interesting cut-paper posters. The chosen poem is considered for picture possibilities, the picture is sketched on cutting paper, then cut in silhouette. After that it is pasted on a piece of construction paper of contrasting color, the title of the poem is lettered at the top, and the poem is written below the picture.

If desired, the pictures need not be used in silhouette fashion; they may be sketched in detail.

There are many other uses for these pictures and it must not be forgotten that there are other poems from ALICE'S ADVENTURES IN WONDERLAND which will also form the basis for interesting posters.



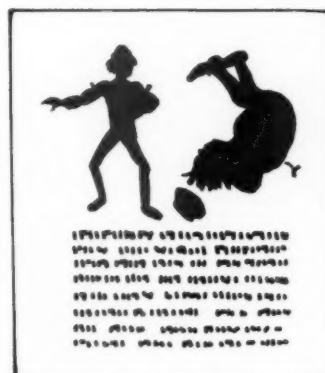
"YOU ARE OLD,
FATHER WILLIAM,"
THE YOUNG MAN
SAID.



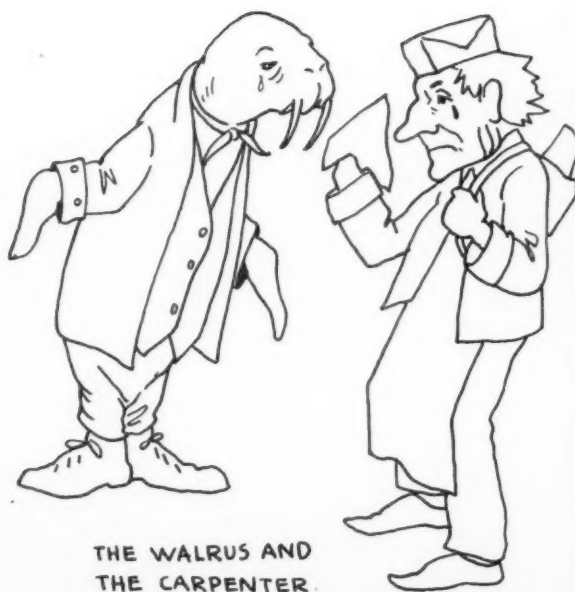
THE JABBERWOCKY



'TIS THE VOICE OF
THE LOBSTER



HOW DOTH THE LITTLE
CROCODILE —



THE WALRUS AND
THE CARPENTER.

This excellent safety project can be adapted for use in any of the primary grades. It is especially valuable since it correlates construction and art work with safety. Notice how the teacher and pupils worked together to produce this floor project. If a floor project is impractical, perhaps it could be worked out as a sand-table display.—Editor.

This semester the first grade was very unfortunate at play. At each playtime it seemed that some child was hurt and needed treatment for bumps, cuts, or bruises. Most of these accidents were caused by carelessness.

We had talks, stories, and songs devoted to safety. When these did not bring the desired results we decided to do something about it. Our decision was to have a floor project—showing our playground and children at play. We called our project "Safety at Play."

We started by making the children of No. 6 paper bags stuffed with torn newspaper. Each child made two dolls so we had sixty children for our playground. The dolls were very simple to make. A handful of torn paper at the bottom of the bag formed the head. A rubber band (or string) held the neck firm. We cut a hole on each shoulder and through these we inserted the arms, which were made of a piece of paper toweling rolled tightly around a pipe cleaner. As the two arms were in the one piece they did not need fastening.

When the arms were in place we put in two more handfuls of torn paper and tied a string around the middle of the bag to form the waistline. Then we flattened out the bag and cut it up through the middle to form the legs. In each leg we put a small handful of paper and a pipe cleaner. We twisted the legs tightly and fastened them with a paper adhesive. We bent up the ends of the legs to make the feet.

The flesh, hair, faces, and shoes were painted with colors mixed with alabastine.

We dressed the dolls very simply in crepe paper. We used plain crepes and many samples of small flower, stripe, plaid, and dot designs. Some children used gummed dots and stripes while others used designs from lace doilies for trimming. This gave a wide variety in clothing and a chance for original design. The boys enjoyed dressing their dolls as much as the girls.

To make the patrol boys we used No. 8 bags; for the teacher and lady

SAFETY AT PLAY

by

PEARL C. McKENNY

First Grade Teacher
Oshkosh, Wisconsin

principal, No. 10 bags; and for the janitor, No. 12. These bags gave us about the right proportion for sizes. We used wire in arms and legs of larger dolls.

The children knew that RED was a danger signal, so all the children who were in danger of being hurt were dressed in bright flame-colored paper.

Then we planned our playground. We made the swings of tinker toys; the sidewalks and street of wrapping paper. We made the schoolhouse and placed it on the playground which covered a floor space about 28 x 9 feet.

Our next problem was to place the children on the playground. We showed several children coming out of the building for a fire drill. One line marched nicely, but a little girl in the other line pushed the child ahead of her and so she was shown in RED. One little girl in RED was leaning out of an open window, and one little girl was standing at another window.

The dolls were easily tacked to the floor and because the pipe cleaners could be bent into natural positions.

We decided that every child must play. We did not want children standing around watching others. All were in action and looked very colorful and realistic. There were children playing circle games, marbles, jumping rope, catch, and baseball; children showing the right way to approach a swing, the proper way to sit in the swing, the proper way to cross the street. Others showed how to obey patrol signals.

There were children dressed in RED because they showed—

(1) A boy running with a pointed stick.

(2) A girl running across the baseball diamond.

(3) Boys running around the building and bumping into others because they did not look when turning corners.

(4) A girl running with a sucker in her mouth.

(5) A little boy in a circle who put out his foot to trip the child running around the circle.

(6) A little girl who ran into the street after her ball without permission, while another girl waited at the curb for the supervisor's help in retrieving her ball.

(7) Children who did not cross the street at crossings.

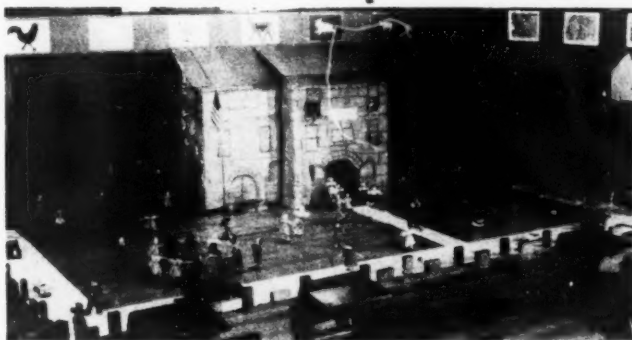
(8) Children who did not obey the signals of boy patrols.

(9) Children who were standing up in swings, swinging sideways, pumping, sitting two in a swing, running in front of swings, climbing on poles above the swings, etc.

We showed the janitor sweeping the walk so it would be safe to walk on. We placed the teacher and principal on the grounds to supervise the children at play.

We learned that the playground is a place to build strong bodies through exercise, fresh air, and sunshine; that it is a place for fun. When someone is hurt, the fun is spoiled. We learned much more from this object lesson than we could have from stories or talks.

We became "Safety Conscious."



The Finished Project

LET US GIVE THANKS

by

HAROLD R. RICE

Formerly Instructor, Teachers College, University of Cincinnati
Formerly Critic Teacher, Wyoming Public Schools, Wyoming, Ohio

The month of November and Thanksgiving remind us that we have much for which to be thankful. Our boys and girls should need no reminder of the many blessings that are theirs. However, the coming season is stressed in most schools and many teachers will find the suggested project worthy of consideration.

The Unit

A large center panel carries the lettering "Let Us Give Thanks." This panel acts as a hub or center of the activity. From this a number of ribbons or strips of colored paper run in many directions acting as the spokes of the wheel. Each ribbon terminates with a smaller illustrated panel. Each small panel is lettered with appropriate lettering describing the illustration thereon.

Presentation

The unit can be introduced through various activities. A group discussion of the many blessings that are ours is a natural introduction. Following the group activity, the class may be subdivided into small groups, each selecting a "blessing" that the children wish to illustrate as their portion of the unit. One group should assume the responsibility of planning and executing the large center panel.

The Center Panel

The materials used will be determined by the classroom facilities. Some may prefer to do the lettering in colored chalks directly on the blackboard. Others may use a large piece of white wrapping paper. If a large piece of poster board is available, this will make an excellent panel board. The type and style of lettering will be governed by the age and ability of the group carrying out the unit. Small children can handle regular block lettering. Older children may prefer something more elaborate such as "old English" or "manuscript." A typical center panel is illustrated in Fig. (1).

The Small Panels

The number of small panels will again be determined by the classroom facilities and the time available. If this unit is to be one of art correlation, the children should create their own compositions. However, it is possible to cut out pictures representative of the unit being illustrated, these cutouts being pasted to

an appropriate piece of construction paper or cardboard.

The introductory discussion will dis-

close numerous subjects or "thankful areas" that might be illustrated. Units that might be suggested are:

LET US GIVE THANKS

for OUR HEALTH
for OUR HOMES
for OUR FREEDOM FROM FEAR
for OUR RIGHT TO WORSHIP
for OUR FREEDOM FROM WANT
for OUR COUNTRY
for OUR FLAG

Each group should give serious thought to the many items that might be illustrated in their particular selection. These should then be listed and those of major importance should be combined into a composite picture. See Fig. (2).

While each panel is independent of the others, there must be some unification. This can be decided through group discussion. For example, each panel might carry a large central figure with smaller interests around it.

The time factor must be considered. The teacher can assist here by arranging a maximum time limit to be devoted to the unit during the school day. Should a group find it impossible to finish in the allotted period, they should arrange to do additional work during recess periods or before and after school hours.

Assembling

Proper balance of color, size, and spaces can be accomplished when the final assembling is carried out. The small panels should be backed in place around the large center panel. The ribbons or paper streamers are finally added. See Fig. (3).

Other Correlations

Time permitting, the children may write stories and poetry. Children from other grades may be invited to visit their room through written invitation. A review of the activity might be written by several of the pupils and submitted to the local paper for publication on the school page. If sufficient talent exists, the "camera bug" of the class might photograph the activity and submit a print to accompany the article.

NOVEMBER

Shrieking and pushing;
A-tearing down the glen,
November romps boldly
Into town, again.

The winds tug madly
At every shuttered door;
'Round the house they go now
Puffing more and more.

But soon, exhausted,
They scurry on their way,
Gathering new strength
Until another day.

—Belle D. Hayden



PUDDING AND PIE

Said the fat plum pudding
To the pumpkin pie,
"Don't grin at me
And wink your eye.

You haven't a plum
And look at me,
Just full of them
As you can see."

Then the pudding swelled—
"Snap," went his string
And out came raisins
And everything.

How the pumpkin pie laughed
For the old pudding vain
Never got his string
Tied 'round again.

—Anne M. Movius

CLASSROOM DISPLAY



FIGURE 1

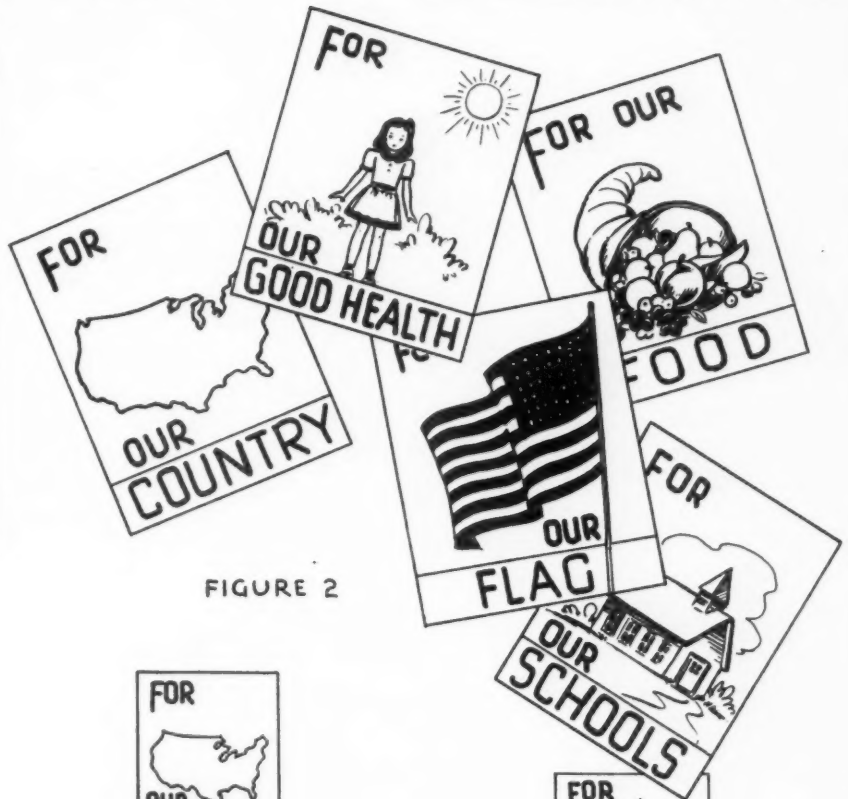


FIGURE 2

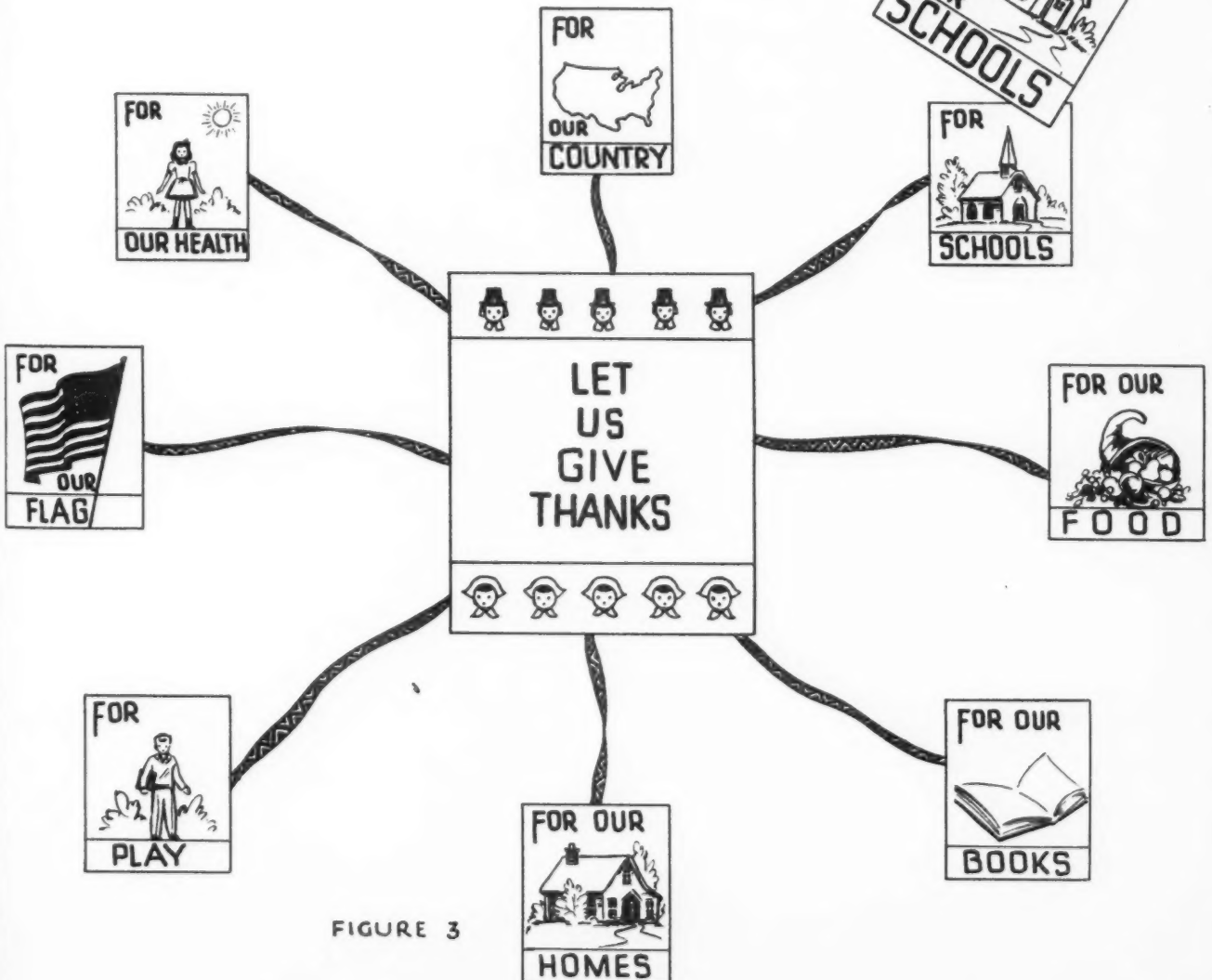


FIGURE 3

Hans Christian Andersen

IMMORTAL STORYTELLER



JONAS COLLIN

Because he had performed for the entertainment of certain people in his home town, Hans Christian thought that he would be able to become an actor. To do this he went to Copenhagen, the capital of Denmark. But he was a homely boy and clumsy, too. His many friends—and he made friends with some of the most influential people in the capital—tried hard to tell him that he would never be an actor or a dancer. It took a long time to convince Hans Christian of that; but once he no longer wanted to act, he desired to write.



BOYHOOD HOME IN ODENSE.

After some time, he was persuaded that he needed more education in order to write (or to do anything else). His friends obtained a scholarship from the government for him and Hans Christian Andersen started for school.

The years he spent in school were the most terrible of his life. Because he had had very little education he was forced to be with much younger boys and it took him a long time to reach a point where he could recite his lessons without fear.

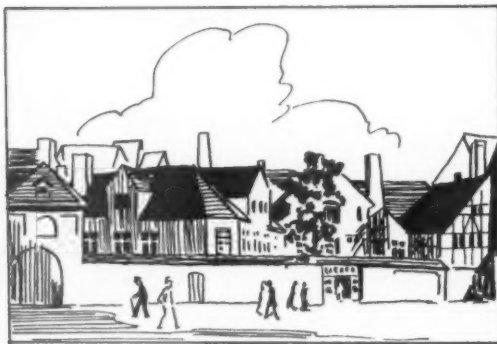
After he completed his preliminary education, he successfully passed the university examinations and studied in Copenhagen.

All during this time he was required not to write any of his poems. However, when he finished school he again turned to writing. Hans Christian Andersen produced many plays and novels which won fame, although that fame did not come easily nor soon.

This is not to say that he did not achieve greatness and enjoy it during his lifetime. His fairy stories (probably the result of the many stories he told children) are his greatest source of fame.



THE STREET WHERE ANDERSEN FIRST LIVED IN COPENHAGEN.



THE COLLIN HOME

While his native land and town were slow to recognize his greatness, when they did they showed it in a most affectionate way. Hans Christian Andersen was decorated by kings; he was the friend of his own sovereign; he was feted by a torchlight parade and serenades in his own town. He loved to travel and during his journeys to Italy, Germany, and England he made many friends. Hans Christian Andersen acknowledged his greatest debt to Jonas Collin, the good friend who helped him in school and in whose house he was considered a member of the family.

Hans Christian Andersen, the beloved storyteller, died in 1875, beloved of children and grownups alike.



STATUE OF ANDERSEN IN LINCOLN PARK, CHICAGO.



ANDERSEN AS AN OLD MAN.

Appropriate for an assembly classroom program, or P.T.A. meeting, this play will give the children an opportunity to use their initiative with respect to costumes and properties. The dialogue may be expanded to include other events in November, if the teacher wishes; although the play contains all those of major importance.—Editor

DULL NOVEMBER

A PLAY FOR THE INTERMEDIATE GRADES

by
HELEN KITCHELL EVANS

CHARACTERS: Jane and Tom (*wearing school clothes*); November (*a girl dressed in a plain dress with colored leaves sewed to it—leaves may be cut from construction or crepe paper in red, gold, yellow, and green*); Daniel Boone (*a boy in typical costume of the pioneer*); Armistice Day (*a boy carrying a flag*); Book Week (*a boy carrying books*); Robert Louis Stevenson's Birthday (*girl*); November the Seventeenth (*boy*); November the Nineteenth (*girl*); Five Birthdays of the Presidents (*children carrying cards with dates on them*); Mark Twain's Birthday (*boy*); Thanksgiving Day (*girl*).

SCENE: When the curtain opens, Jane is seen walking about the stage while Tom sits trying to read.

JANE: I wish November would hurry by. I surely do not like November. It seems such a long time until Christmas.

TOM: It surely does. Why can't the time just hop from Halloween to Christmas?

(*A knock is heard and Jane goes to the door. November enters.*)

JANE: Who are you?

TOM: Yes, tell us who you are and why you are here.

NOVEMBER: I am November, the eleventh month of the year. I heard you talking. You say you wish I were not in the calendar?

JANE: Well, we did say something like that.

TOM: Yes, we admit it. We both wish you were through. What do you have to offer us besides Thanksgiving Day?

NOVEMBER: Oh, I have many interesting events in my thirty days. Would you like to be introduced to a few of them?

TOM AND JANE: Indeed we would. (*All characters brought in remain on the stage. November goes to the door and calls.*)

NOVEMBER: Daniel Boone!

(*Daniel Boone enters.*)

DANIEL BOONE:

I am Daniel Boone:

I was born in 1734.

I am a great Indian peace maker,
A pioneer and explorer.

I have settled in Kentucky,
I am helping clear the land;
I try to make the Indians
Like our little white band.
(*November brings in Armistice Day.*)

ARMISTICE DAY:

November the eleventh is Armistice Day
A day we celebrate
With ceremonies for those who fought—
Some met a sorrowful fate.
November 1918

A terrible war in history
Came to an end, and with it
Came what we thought was victory.
Peace—let us again have peace—
As children let us say,
"We stand for peace, we want no war;
Let's keep Armistice Day."
(*November brings in Book Week.*)

BOOK WEEK:

I am the children's book week,
I bring days of exciting fun
For book week is lots of pleasure
At school for everyone.

New books upon the table—
Books that tell of every land,
Books filled with stories, poems, and plays
That are simply extra grand.

Children think I'm wonderful,
I last the whole week through;
Surely you both like me—
Surely both of you do.
(*November brings in Stevenson's Birthday.*)

STEVENSON'S BIRTHDAY:

I am November the thirteenth, Robert Louis
Stevenson's birthday;
You all know me.

I am the day the poet was born,
The one who wrote poems for you and me.

Here is a poem all of you know
About something we like to do;

I believe I'll just take time
To recite it now for you.
(*She recites "How Do You Like to Go Up in a Swing?" Then November brings in November the Seventeenth and November the Nineteenth. They remain on the stage after they speak.*)

NOVEMBER THE SEVENTEENTH:

I am November the seventeenth—1800 is
my date,
And it's famous in history
Because Congress met for the first time
In the capitol building in Washington, D.C.

NOVEMBER THE NINETEENTH:

On November the nineteenth in 1863
Abraham Lincoln made history;
He didn't know how famous
His words were going to be
But he gave a speech that's been
Handed down to you and me.
You know that I am speaking
Of the Gettysburg Address,
A remarkable piece of literature
All of you will confess.

(*Birthdays of Presidents enter holding cards to audience and each child speaks in turn.*)

FIRST CHILD: November the second,
1795—James K. Polk.

SECOND CHILD: November the second,
1865—Warren G. Harding.

THIRD CHILD: November the nineteenth,
1831—James A. Garfield.

FOURTH CHILD: November the twenty-third,
1804—Franklin Pierce.

FIFTH CHILD: November the twenty-fourth,
1784—Zachary Taylor.
(*Children recite.*)

FIRST CHILD:

November the second, 1795—James K. Polk;
November the second, 1865—Warren G.
Harding.

Two presidents you see
Were born on November the second.
They helped make history.

Polk was the eleventh president
Warren Harding the twenty-eighth and so
These men helped make November
A month you all should know.

THIRD CHILD: The twelfth president,
Zachary Taylor,

FOURTH CHILD: The fourteenth,
Franklin Pierce, and then

FIFTH CHILD: The twentieth president
was Garfield,

ALL: All of them famous men.

(*November brings in Mark Twain's Birthday.*)

MARK TWAIN'S BIRTHDAY:

When November was almost gone
And December was soon coming in
A baby boy was born; when he was grown
he wrote
About Tom Sawyer and Huckleberry Finn.
Mark Twain is the name we all call him—
Samuel Clemens was his real name
He wrote so many stories
He received world-wide fame.
(*November starts to leave the stage.*)

(*Continued on page 48*)

ACTIVITIES IN WOOD

Shelves for Christmas Presents

by
JEROME LEAVITT

Now is the time for children to begin to think about the Christmas presents that they intend to make. Teachers should encourage an early start. A present that can be given to the entire family instead of to one individual is a nice gesture; and with only one present to think about a better job can be executed. These shelves as illustrated are within the ability of elementary school youngsters.

To facilitate construction, one side and shelf of each piece can be drawn true size on graph paper, cut out and traced on a piece of wood. Children should be encouraged to draw their own designs rather than copy them as illustrated.

After all the parts are cut out according to the directions and sketches, they should be sandpapered smooth. Then they should measure where the shelves fit on the backs and nail with finishing nails. The first three shelves are stained and then shellacked and the fourth one painted.

White pine, poplar, and basswood are ideal for these and other articles made by elementary school children. If one-quarter inch wood is not available; three-eighth may be substituted.

CLOCK SHELF FIG. I

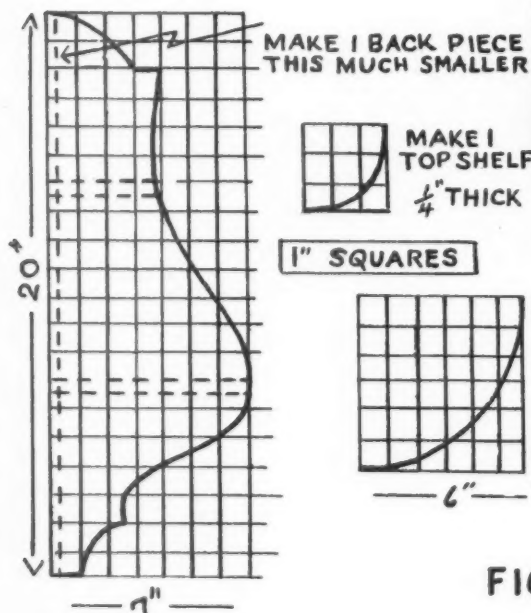
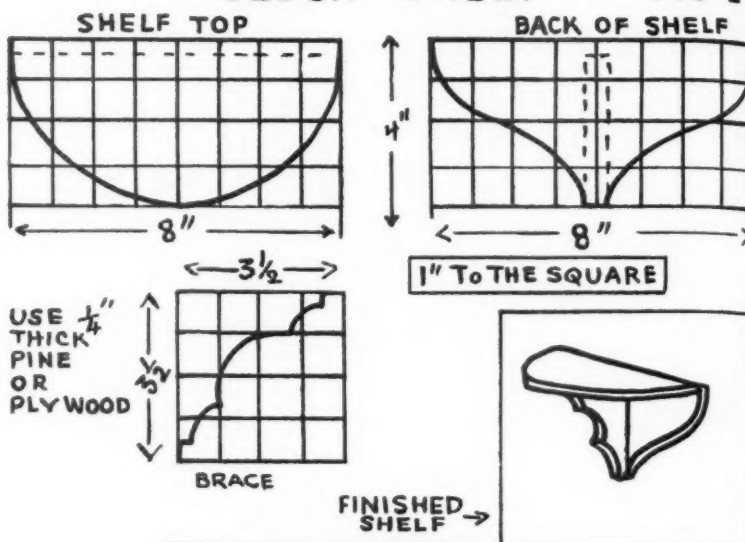


FIG. II

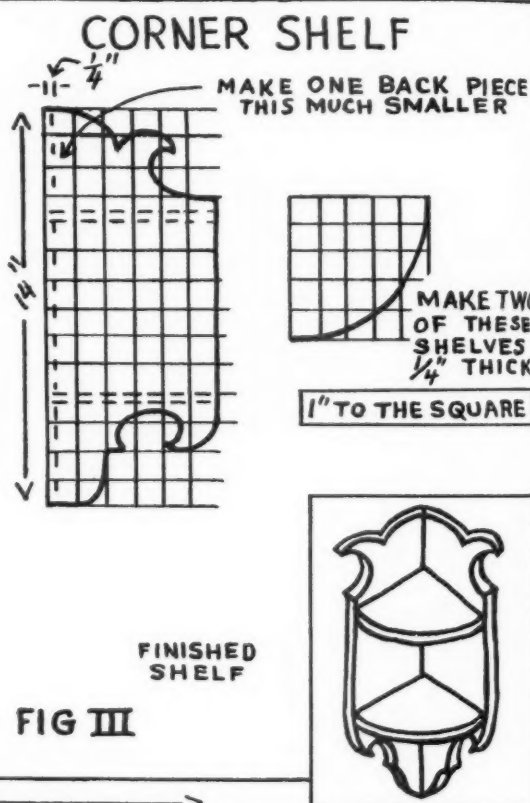
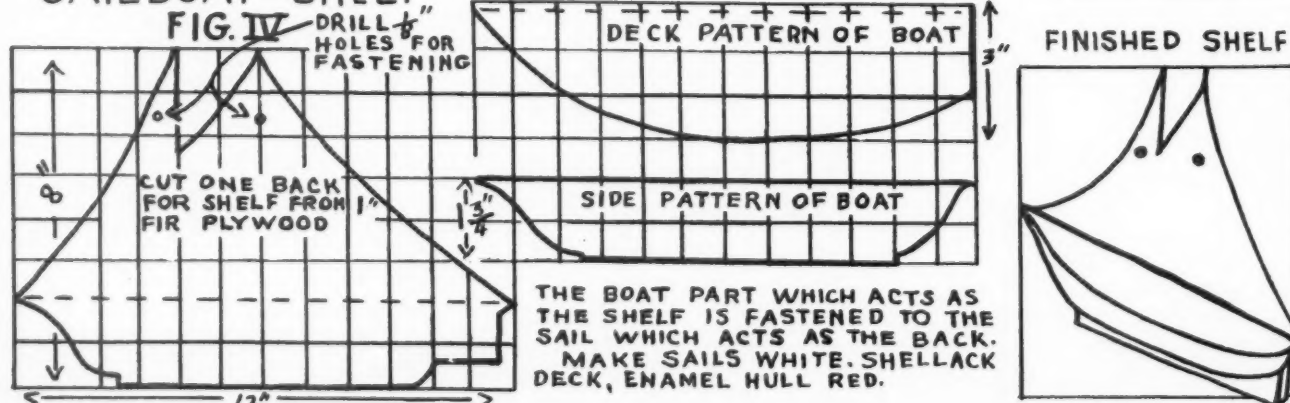


FIG. III

SAILBOAT SHELF FIG. IV



WORKING DOGS

by
MADGE GRIFFIN

THE COLLIE



THE NEWFOUNDLAND

Pal's home is on the island of Newfoundland, from which he takes his name. Pal weighs one hundred and fifty pounds, has deep fur, a large head, and kind eyes. He is a strong, courageous dog. He is the type of dog that inspired Landseer to paint "Distinguished Member of the Humane Society."

Poets have written of the Newfoundland's fearlessness. The poet Byron erected a monument at the grave of his Newfoundland. The inscription read:

*"But the poor dog in life the firmest friend.
The first to welcome, foremost to defend.
Whose honest heart is still his master's own.
Who labours, fights, lives, breathes for him alone.
To mark a friend's remains these stones arise:
I never knew but one, and here he lies."*

The poet Robert Burns calls the Newfoundland "an aristocrat."

Pal like the other dogs of the island has a share in all the work as well as the dangers of his master. He helps haul in the fishing nets and during the winter drags heavily loaded sledges. It is his duty to guard the homes and women and children when the men are away for long periods. He hauls heavily loaded carts and carries loads on his back. He is a strong swimmer.

Pal has been the hero of many shipwrecks. In these shipwrecks he carried life lines to the men and saved many lives.

Pal obeys his master's commands perfectly and when alone he is perfectly capable of intelligent rescue work.

One day when the men were away, Pal lay sunning himself. He was guarding the house and its occupants. Suddenly his eyes rested on a small figure out on the pier. A little girl stood there. Suddenly she slipped and fell into the rough water. Pal bounded forward and in an instant was swimming out to her rescue. He reached her quickly. Her tugging fingers hampered him none whatever. Quick and strong, he swam back to shore with her and barked his triumph as she lay on the shore. For saving this girl's life, Pal, like many other of these fearless swimmers, was awarded the medal of the Royal Humane Society.

You undoubtedly have seen dogs like Shep. Some collies are black and tan; some are white with black spots; some of them are grey and white; some pure white. On small farms their job is to drive the cattle to and from pasture and to guard the house. But their main task is tending sheep.

Shep's home is on a sheep ranch in Montana.

He is a beautiful, intelligent, and very dependable dog. His coat is a rich orange brown with white around his neck and face.

In early morning Shep helps to take a flock of two thousand (sometimes three thousand) sheep to pasture. Several other dogs work with Shep, too, and his master goes with them. Nevertheless, each dog has plenty of work.

Shep must be alert, ready to head off the sheep that leave the flock. He must hurry the laggards and keep the flock together. Strange dogs or sheep that interfere with the flock must be driven off. Shep will guard the sheep untiringly all day long in the pasture.

At night, at a signal from his master, Shep will help round up his flock and bring them home without a single sheep missing.

In the autumn Shep helps drive the sheep to a winter range which has not been grazed during the summer. Shep keeps the sheep from stampeding or wandering.

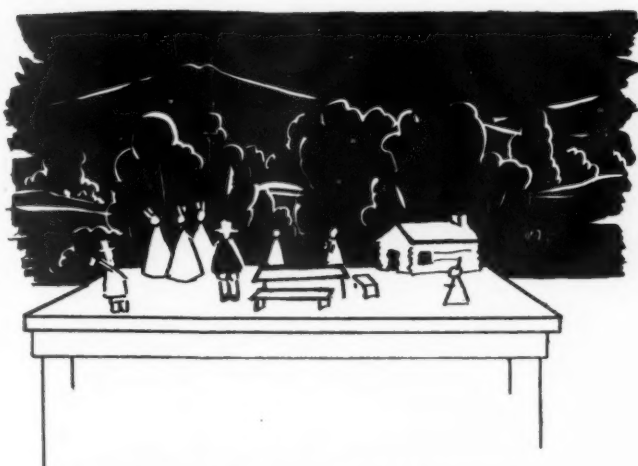
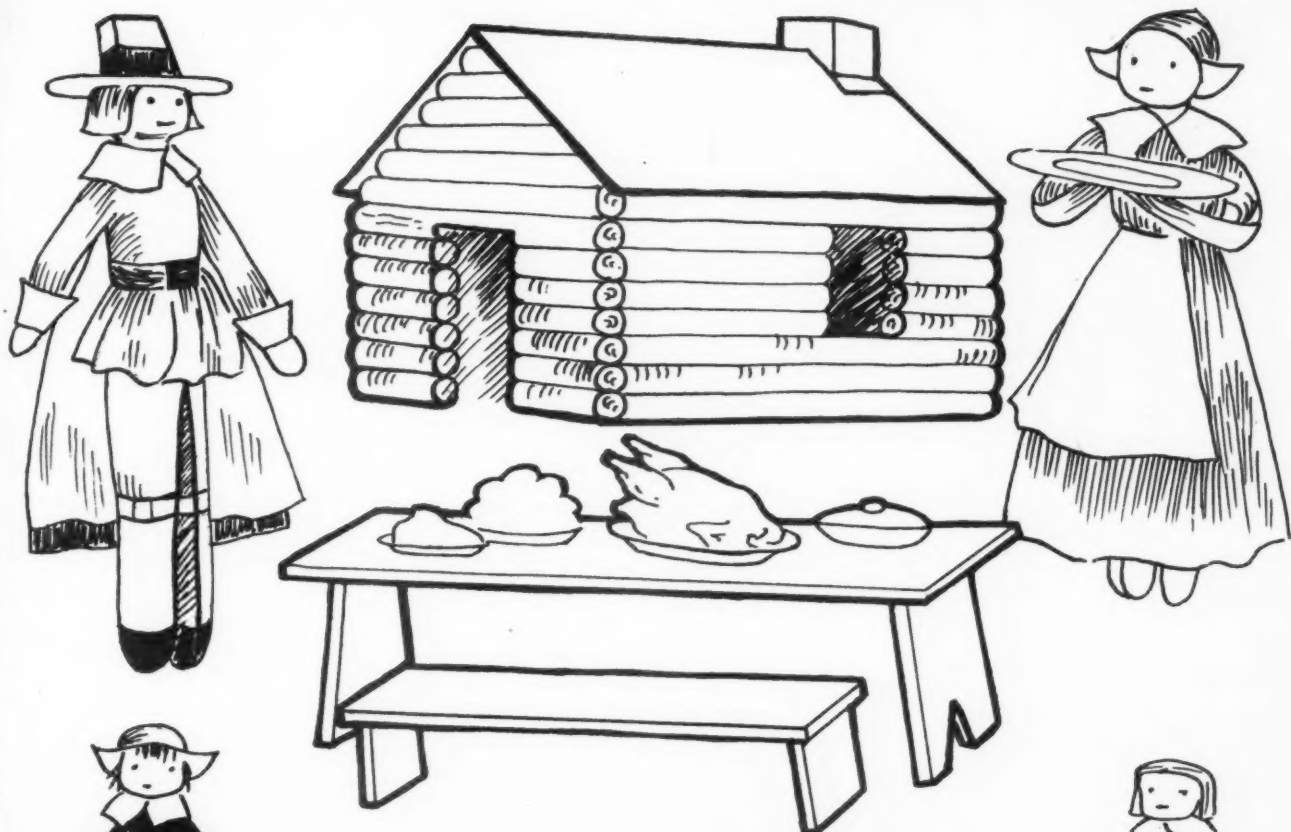
There are many of these shepherd dogs in Scotland, England, and Wales. Great Britain would be without a sheep industry if it weren't for these faithful collie dogs. It takes several men there to do the work that a good collie does in sheep tending.



GOOD LIGHT



FOR GOOD EYES



THE FIRST THANKSGIVING

A Table Project

Here are suggested clothespin figures and other designs for a table project illustrating the first Thanksgiving.

The table shown here may be sketched on cardboard, colored, and mounted. The cabin may be made in the same manner or it may be merely a decorated box with a roof.

There are many additional figures which may be included in this project; we could not show all of them.

The background may be drawn on the blackboard as shown in the sketch above or it may be painted on wrapping paper and tacked to the wall. Additional trees may be formed from branches stuck into the sand.

CRAFTS OF OUR GOOD NEIGHBORS

GOURD CRAFT

GUATEMALA



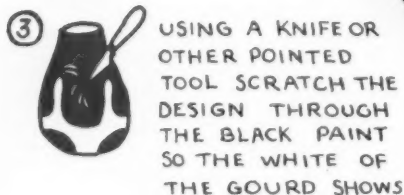
ETCHED GOURD



1 COVER GOURD WITH BLACK ENAMEL ON THE PARTS YOU WANT TO BE ETCHED



2 WITH SHARPENED CHALK DRAW THE DESIGN LIGHTLY ON THE BLACK SURFACE



3 USING A KNIFE OR OTHER POINTED TOOL SCRATCH THE DESIGN THROUGH THE BLACK PAINT SO THE WHITE OF THE GOURD SHOWS



HISTORY OF THE CRAFT

Years before Columbus discovered the New World, the Indians of Guatemala were using the many types of gourds found in their country. They decorated them beautifully according to methods handed down through the generations and they used the gourds for everything — for the ordinary utensils of everyday living, for religious ceremonies, and for other purposes.

The principal manner for decoration was to rub the gourd smooth and then to paint it black with a substance made from grease and soot. Then a design was scratched into the gourd. When that process was completed, the gourd was given a shiny finish by applying a material made from boiling insects.

These black gourds were, of course, the most highly prized; but brown or yellow painted gourds, decorated with characteristic designs, were passed from parents to children through many generations. These gourds had interesting designs which some say were more typical than the black gourds.

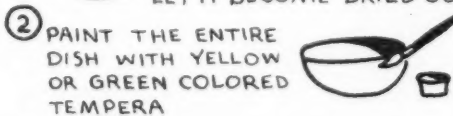
For the ceremonies connected with almost all the activities of living, gourds were necessary. They were even used to repay debts.



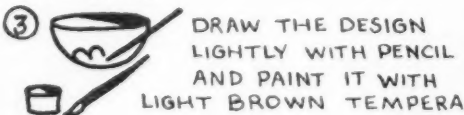
PAINTED GOURD



1 CUT A GOURD THROUGH THE MIDDLE TO MAKE A DISH LET IT BECOME DRIED OUT



2 PAINT THE ENTIRE DISH WITH YELLOW OR GREEN COLORED TEMPERA



3 DRAW THE DESIGN LIGHTLY WITH PENCIL AND PAINT IT WITH LIGHT BROWN TEMPERA



4 SHELLAC THE BOWL



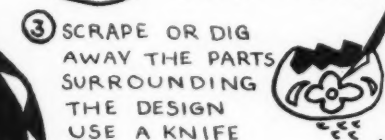
CARVED GOURD



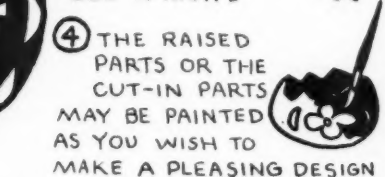
1 CUT A LID ANY SHAPE YOU LIKE



2 WITH CHALK OR PENCIL DRAW THE DESIGN LIGHTLY



3 SCRAPE OR DIG AWAY THE PARTS SURROUNDING THE DESIGN USE A KNIFE



4 THE RAISED PARTS OR THE CUT-IN PARTS MAY BE PAINTED AS YOU WISH TO MAKE A PLEASING DESIGN



We are to help you Teacher ment idea ful and will be p Send your to Teach ACTIVIT

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We are here to serve the teachers. Help us to help you!

Teachers are invited to send to this department ideas and suggestions that will be helpful and interesting to teachers. One dollar will be paid for each contribution accepted. Send your ideas and suggestions for this page to Teachers Corner, Junior ARTS and ACTIVITIES.

WAR STAMPS

by

ARLEVA DELANY

Wanblee, South Dakota

Whenever a prize is given to the children for perfect attendance or other special activities, why don't you give a 10c war stamp in a war stamp book? This not only gives the child a goal to work forward on by adding other stamps, but indirectly aids in stressing the advantages and benefits received by being an American citizen.

Filling war stamp books is also the special activity carried out by Junior Red Cross Chapters.

GAMES BY DAILY LEADERS

by

MRS. BIRDIE GRAY

Arabella, Saskatchewan, Canada

Pupils in turn take up the Opening Exercises, including the Flag Salute and the Lord's Prayer. This term I added Game Breaks to their duties. After the Opening Exercises, the daily leader took our Game Book and selected a new short indoor game to give at 11:15. This gave every child practical language training and was beneficial to all.

BAKED POTATOES

by

LORENA MORTENSEN

Elk Horn, Iowa

In our school we do not have any accommodations for hot lunches so we take clean, washed potatoes to our furnace. We just open the door of the fire box, clean the little shelf just inside the door, and place the potatoes there. If we put them in about eleven o'clock and turn them once (at about eleven thirty-five), they will be like oven-baked potatoes.

The children bring their own potatoes and carve their initials on them. They also bring their own butter and seasoning.

CLEANING BLACKBOARDS AND ERASERS

by

EDNA ANDREWS

Melvin, Illinois

Keeping the blackboards neat and clean has been easy for me since I learned to keep a dustcloth with kerosene on it for that purpose. I keep it in an old coffee can and I use it each evening or during the day, if necessary. As a result I seldom have to wash blackboards with water.

Another hint worth passing on is to keep a pair of children's husking gloves handy to slip on while taking care of blackboards, erasers, dusting, and other work about the classroom.

Each week I appoint committees of pupils to do the following:

- (1) Dust erasers
- (2) Bring in water
- (3) Help me prepare the hot lunches
- (4) Dust

If there are only a few pupils, one child can take care of a task by himself. When children do the work especially well, I allow them to keep the same work for another week.

THE Teacher's CORNER

NEWS AND DISCUSSIONS OF INTEREST TO TEACHERS

STAINED GLASS

Art Suggestion

by

IONE BENESH

Monticello, Iowa

To make attractive stained-glass effects for various purposes, take a sheet of paper towel, wet it, and paint with water colors of various shades on the rough surface. Since the surface is wet, the colors will run.

If you wish a single-window effect, cut a frame from black paper and paste this around the colored paper.

The stained-glass effect is beautiful.









EIGHT-PICTURE DICTIONARY

by

BESSIE ANDERSON

Chicago, Illinois

Cut out eight small pictures of objects—they need not represent words familiar to the child. Paste them at the top of a piece of cardboard 6 by 4½ inches. Under each picture letter or print the name of the object.

							
TREE	PLANT	CAT	HOUSE	BIRD	DOG	BOAT	CUP
CAT	DOG	TREE	BIRD	BOAT	CUP	HOUSE	PLANT

Rule the lower part of the card into eight squares. In each square print the name of one of the above objects, but mix the order. The child folds his paper into eight parts and using the top as a dictionary proceeds to draw the right object in the right square. He then prints the name of each object below his pictures. If children are learning to read script when lettering has been used hitherto, the dictionary may have the printed forms and the lower part the written ones.

A CLEAN CLASSROOM

by

SISTER MARY ERMIN, O.S.B.

Sauk Centre, Minnesota

Becoming tired of telling the children several times a day, day after day, to pick up all the scraps of paper from the floor, I formed the idea of having a contest. Every Monday morning each aisle started out the week with a rank of 100. If I saw any paper under any seat or in the aisle next to that seat, I made a note of it and took one point off, making the rank 99. Nothing was said to the children when I saw the paper, but they were constantly on the watch themselves. The aisle having the highest rank at the end of the week had the following sign put on the front desk. It stayed there until won by another aisle.

WE WON THIS WEEK
KEEPING OUR AISLES CLEAN

In a short time I was asked by other teachers how we kept the room so clean.

TEACHING DECADES IN THE SECOND GRADE

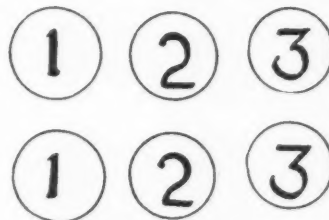
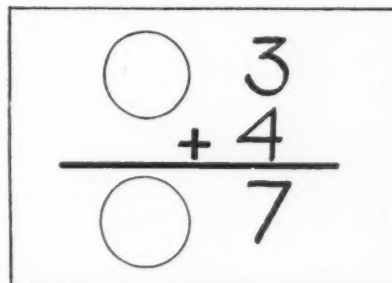
by

JEANETTE B. ROSENFELD

New York, New York

To teach decades in the second year is the bane of every teacher. I have found the following device extremely helpful and the children really enjoy learning the decade combinations.

As we learn a decade we make the card shown below. After a few cards are made the children can fold them and cut the disks, also number them without further instructions.



The decade table is copied on the reverse side of each child's card. Everyone has a card plus two disks of each number from one through nine. At first we all work together. The children place a "one" in the hole opposite the three and another "one" disk in the hole opposite the seven. Actually they do not visualize that they place the same disk number at the top as at the bottom. If they are perplexed, they are permitted to consult the table on the reverse side of the card. This device also prepares the way for carrying in addition (another grade problem). Later when combinations with carrying are used, e.g., 9

+4

—

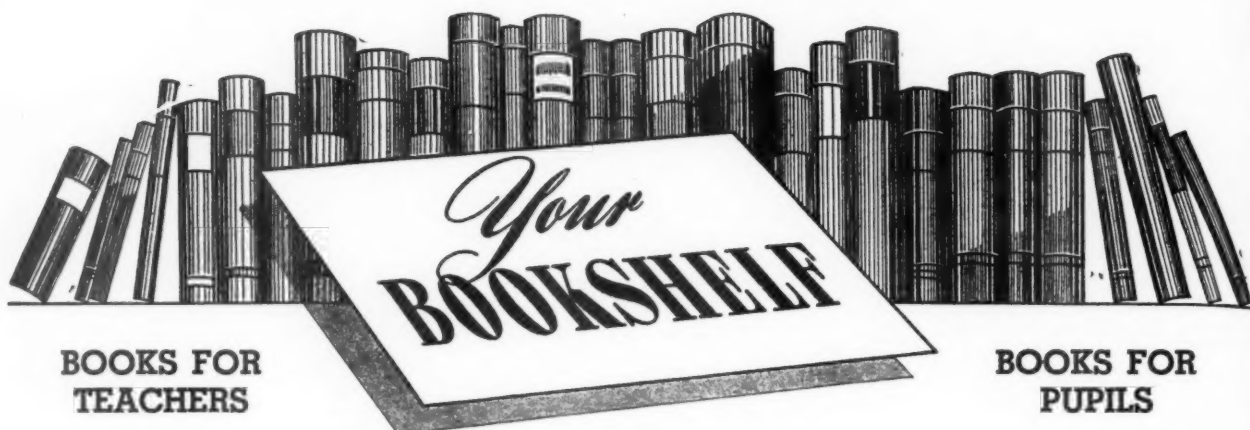
13

the children see that a larger denomination disk must be used for the answer.

QUOTATION FOR THOUGHT

Be not careless in deeds, nor confused in words, nor rambling in thought.

—Marcus Aurelius



BOOKS FOR TEACHERS

Older girls, and boys too, will enjoy *Meet the Malones* by Lenora Mattingly Weber, the story of an American family at whose council table the four freedoms held sway. But, don't think that it is sentimental or overflowing with a false patriotism. It is not. In its pages, however, the author has skillfully planted the seeds of thought for living on American principles. And by means of an entirely plausible situation she has managed to show that, in the words of Emerson and one of Mrs. Weber's characters, "the highest price you can pay for a thing is to get it for nothing." Before the end of the book those words come to have real meaning for each member of the Malone family.

The author has skillfully contrived to have each member of the family possessed of an entirely different but very definite personality. Johnny is a boy you know and so are the girls, Mary Fred and Beany. Their activities at school are familiar to most boys and girls but the emphasis placed on certain events transforms those activities, quite painlessly, into meaningful episodes in the development of the readers' powers of thought.

(Thomas Y. Crowell Co.—218 pp.—\$2.00.)

Nature in Recreation by Marguerite Ickis is a wonderfully usable collection of activities which correlate dancing, music, dramatic play, games, and craft work with nature. The book is not new (it was published by the author in 1938), but in its present form it is more convenient and possibly more attractive in presentation. The original edition, as we recall, was mimeographed.

Miss Ickis has an excellent comprehension of her subject and she gives a wealth of suggestions and practical ideas in addition to directions and graphic illustrations. In the section "Nature in Music," for instance, she shows how to make simple instruments from corn-

stalks, gourds, wood, and other materials. She gives directions and illustrates them with diagrams and pictures. Teachers will have no difficulty in recognizing the usefulness of these suggestions in units on Indian life and Latin America. She concludes the section with a rather comprehensive list of songs based on nature themes giving the name and the book in which the song may be found.

Teachers may find the sections on dramatics and handcrafts the most interesting but the entire book will find many applications in everyday teaching situations. They will find, also, that while absorbed in music, dramatic play, or craft work the children will grow in their appreciation for and comprehension of the wonders of nature.

(A. S. Barnes and Co.—114 pages)

Again we are confronted with a story for children; subject matter, excellent; drawings, charming; plot, action provoking. The book is well designed with large type. Pictures, graphically illustrating the text, appear on every page. The book is called *Pierre Pidgeon*. Its author is Lee Kingman and the artist is Arnold Edwin Bare.

Apparently there is every reason why the book should be enthusiastically praised. But, there is one point. To illustrate perhaps a summary of the story is in order. Pierre is a little boy who lives on the Gaspé Peninsula of Canada. He is "seven, waiting to be eight." His father is a fisherman and his mother sometimes bakes bread in an outdoor oven to sell to tourists. He has a little sister and a Newfoundland dog named Genevieve. Pierre loves to build toy boats. But one thing in all the world fascinates him and that is the boat-in-a-bottle on the shelf of the store near the dock. Pierre helps a lady artist and earns money for the boat only to have it broken. But since his

father has a bottle just like the one the boat occupied, Pierre does some experimenting and finally discovers how boats-in-bottles are made.

Now for the point: obviously the book is meant to be read by boys and girls "seven, waiting to be eight" or thereabouts. But many of the words are quite beyond the ordinary child's reading ability. And, if a child of that age is presumed to have insufficient experience to learn geography, especially that beyond his own immediate locality, how is he going to be able to understand the location of this story? But, boys and girls slightly older, who are learning how children in other countries and environments live and play, will be well able to get the full flavor from *Pierre Pidgeon*. The trouble then is that the story will appear too young and devoid of interest. They will want something with a little more body.

The problem seems to be to fit the story with the age group in all respects not in just one or two.

This criticism is a purely academic one bearing in mind the trends of present-day education methods. The exceptional child will be able to read and understand this book.

Should we in a democracy cater to the exceptional child? That is a subject for debate and discussion. Our own feeling in the matter is that something should be done to raise the standards and hence the accomplishments of reading ability so that seven- and eight-year-olds will be able to read and enjoy books such as *Pierre Pidgeon*. There has been much too much lowering of standards to meet children's abilities rather than attempts to raise children's abilities to greater accomplishments.

Our opinion of *Pierre Pidgeon* is that it is one of the most interesting books in recent months.

(Houghton Mifflin Co.—48 pages—\$2.00)

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THE RURAL SCHOOL IN A FUNCTIONING DEMOCRACY

THE RURAL SCHOOL DAILY PROGRAM

The preservation of the peace of a democratic world will depend to a very large extent upon what kind of an education our children are receiving at the present time. This is true not only of the urban elementary school but also of the one-room rural school. The rural school is apt to suffer more than any other school because this is where we find the greatest turnover of teachers; the most poorly prepared teachers; and the least annual expenditure per pupil.

How is it then possible for the already over-burdened rural teacher to have activities that will make children into individuals who will later be capable of maintaining such a world?

First, it is necessary to find out what resources the community has which can be used in creating a necessary community school. This can be done by observation, interview, and research. There is a wealth of material around a country school upon which the curriculum can be based. Second, a teacher needs to know the children; their mental, physical, emotional, and social make-up.

by
MATHILDA K. NEWMAN
Iowa State Teachers College
Cedar Falls, Iowa

A thorough acquaintance of the community institutions, the homes, and a study of the cumulative records of each pupil will enable the teacher to start where the pupils are.

In a customary rural school this may be worked out in a practical way by grouping the children according to their achievement, interests, and abilities. This will not only make it possible to have fewer class periods each day, but the social development of the larger groups will also be greatly enhanced. *The Kuhlmann-Anderson Intelligence Tests*, Educational Test Bureau, Inc., Minneapolis, Minnesota; *The Stanford Achievement Test*, World Book Co., Chicago; *The Iowa Silent Reading Tests*, grades 4 to 9, World Book Co.; and *The Row-Peterson Readiness Tests*, Row-

Peterson Company, Evanston, Ill., might be used as aids in grouping.

Too frequently children have had no part in planning their daily work, and therefore do not realize the objectives toward which set goals have been directed. When children plan with the teacher what they are to do each day, they develop powers of thinking, stimulation, and a "weness" which are essential in a democratic world. This flexible-blocked daily program will make it possible for the children and teacher to plan according to the child's needs.

This procedure will result in an integrated child which is so necessary in one who understands and practices the basic social laws needed in his community whether it be his home community of narrow boundaries or a world community of which he is a part.

The program needed to develop such individuals will include oral and written communication skills, health, physical education, computation skills, an appreciation of plant and animal life, our cultural heritage, and arts and crafts.

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ADDRESS _____ STATE _____

LET'S READ MORE*

by
GRACE E. KING

What percentage of the adults in our 133,000,000 population are literate? It would be interesting to have the figures. We do know that there is an appallingly large number of nonreaders,—a number all out of proportion to the advantages offered for education here in America. This group, curiously enough, includes many who have acquired the ability to read, without the inclination to do so. In other words, the power of the printed page is a myth to them. Never having discovered what books have to offer, they feel no loss. Yet these people *can* read.

But there are those who can neither read nor write. The records of July 28 last indicate that of all the men called for service, 2.8% were rejected on account of illiteracy. That means nearly a million men. The first World War uncovered startling facts which seem not to have been greatly changed in the last quarter of a century. While these are problems of the adult world now, and out of the realm of the schoolroom, yet we can profit by a knowledge of conditions, and resolve to send our present charges out into the world better prepared to take their places as good and intelligent citizens. They need, not only to know how to read, but they should *want* to read, for enjoyment as well as to become informed.

"There is a lifetime of reading ahead for the man who really wishes to know history." The history, biography, fiction, and other books recommended in this column, month after month, only skim the surface of the vast field, and are offered merely as leads into a few corners, where the reader may begin to dig away for himself.

In addition to the teacher's own reading program, there is opportunity to introduce the pupils, through a variety of avenues, to the fascinations of bookland; and there is the possibility of assurance that each child has had a glimpse far enough into the field of literature to be convinced of its joys. Then will he have been enabled to continue by himself a lifetime course of reading.

Addicts of the corner-drugstore type of murder mystery stories—unfortunately, there must be plenty, judging from the profusion of lurid sheets exhibited—are worse off than the nonreaders; for their book contacts associate them

* Book rights reserved.

unnecessarily with unwholesome and harmful characters.

Just yesterday the writer heard a lecturer say to a group of rural and elementary teachers, "Education has caught more than it has taught." He was stressing the persistent "failure, over a period of 2,000 years, to direct the development of science and invention away from destruction into construction." He insisted that education holds the solution of present-day problems. "It must take up the log."

So let us read more of the good books, and teach the children to do likewise. Here is what one teaching principal, Roy Brann of Knightsville, Indiana, has been doing for three years. In his own words, "The last few years have convinced me that we do not give the boys and girls enough variety in reading. (I have reference to rural and small schools.) I began by giving standardized tests, and found the results far from encouraging. Out of a faculty discussion evolved a plan to set aside an hour each week for pleasure reading.

"Briefly, here is the plan: (1) One hour weekly; (2) pupils free to choose books, with guidance and suggestions only if necessary; (3) reading and history classes used to suggest books; (4) the teacher must have a good list of titles.

"Now to secure these titles has been a problem in itself. Your column has given me guidance. I want you to know that the Newbery prize winners will be on our shelves soon. I hope to get every one of them, since our library is in need of that type of books. I mean to read all of these myself first, so as to be able to make proper suggestions for placement. Grade placement is important from my point of view, but perhaps pupil background or interest may be a better consideration.

"The children's interests are varied, and looking over an average class (my own is in progress now), I see the boys and girls reading animal stories, adventure, mystery books, stories of interest to girls, scout material, magazines. We are fortunate in having several copies of many of the books."

Mr. Brann has the results of sequential tests to verify his conviction of the value of his plan. As he says, "Many things enter into an innovation of this kind, but any interested teacher will enjoy putting them into practice.

BOOKS

(Continued from page 21)

and manuscripts which the library may have during Book Week.

b. Compare old books (those still in use) with the latest books. How have they improved? How have wartime restrictions affected books?

B. Talks by authorities

1. If there is an author living in the community, have him (or her) come to address the class informally.

2. Have the high-school faculty advisor for the year book explain how that book is published.

C. Exhibits

1. Make collections of old books and have them on display in the classroom.

2. Collect pictures showing the history of books and how books are made.

3. Construct a large chart to show the process involved in the making of books.

V. Culminating activities

A. A play or assembly program—conceived and written by the boys and girls—it need not, necessarily, cover the subject matter of the unit completely.

1. It may be presented in the classroom for parents and friends.

2. It may be presented as an assembly program in the school auditorium.

B. A round-table discussion

1. How books have changed the lives of all of us

2. Progress through books

3. Other suitable topics

Outcomes

I. An increased interest and love of books

II. An acquaintance with many people and events heretofore unknown

III. A greater desire to read

IV. The desire to continue the study along other lines (either at home or at school)

A. The study of publishing

B. The study of literature

C. The study of some phase of history

V. A realization of the objectives—teacher's and pupils'—of the unit

Bibliography

Encyclopaedia Britannica

Britannica Junior

Articles in *The Saturday Review of Literature*

Facts About the Printing Industry for Schools, American Type Founders Department of Education, Elizabeth, New Jersey



Music and art teachers will have an unique opportunity to correlate the activities of their classes if they promote interest in a poster contest being sponsored by the Music War Council of America. The contest is open to school children beginning with those in the junior high school (or, by extension, those of that age but not attending regular junior high schools). The posters should be developed using the theme of music's inspirational effect on the nation's war effort.

The contest will be judged regionally then nationally. Judging begins in February.

For additional information write to the Music War Council of America, 20 East Jackson Boulevard, Chicago 4, Illinois.

It is an inspiring thing to note the evolution of the American public's taste in music. Not so many years ago, among the rank and file of the people of the United States, symphonic concerts were considered dull. While they listened to operatic arias and orchestral syntheses, a Beethoven symphony, it appeared, was too much for them. Then came the radio with its symphonic concerts. The great majority of American citizens now enjoy the best symphonic music the masters could create.

That is not all. Chamber works, once thought to be "music for musicians," are now becoming increasingly popular. When the major record companies find it profitable to release trios, quartets, and quintets by Mozart, Schubert, Brahms, Beethoven, and more modern composers; it is a certain indication that the taste of a great number of people is changing.

For this evolution the schools and teachers generally may take a great share of the credit. It was they who instituted music appreciation classes,

organized musical groups (everything from rhythm bands to symphony orchestras), and led their pupils to an enjoyment of good music.

While it may not be desirable to introduce young children to full-length trios and other chamber works, older pupils should be encouraged to hear them. They are absolute music. The children may draw their own impressions. These may be correlated with language and art by having the pupils sketch their impressions or write about them.

In the lower grades certain movements from chamber works may be presented. "Andante Cantabile" from Tchaikovsky's *Quartet in D Major* can be enjoyed by little children and it should be presented first in its original form — as a portion of a quartet. In this way children will be able to hear how full and rich the composer has contrived to make the four instruments sound.

It has long been the contention of some teachers college authorities that teachers, becoming so engrossed in their work and piled high with essential extra-curricular activities, are not as alert to things cultural as other groups of similar background and education. If there is a grain of truth to this opinion, the teachers themselves can hardly be blamed. Especially in these days there are ever-present activities and events which interfere with a teacher's personal development.

Teachers may say that they have little time for reading and still less for attending lectures and concerts (besides most of them are located in places removed from opportunities to attend them). In that case there is still the radio which offers a wide range of programs on music, literature, and current events. Travel difficulties being what they are, it is our hope that teachers

will have more time this coming season to take advantage of their radios.

Here is a small list of programs which should especially interest teachers. Since the times vary in different parts of the country, we can give no specific hour. A glance at the newspaper will give the desired information.

MUSIC

The NBC Symphony—Sunday

New York Philharmonic—Sunday

Several orchestral programs scattered throughout the week

LITERATURE

Invitation to Learning—Sunday

Words at War—Thursday

Of Men and Books

CURRENT EVENTS

University of Chicago Round Table—Sunday

Town Hall Tonight—Thursday

Several commentators whose programs appear each night throughout the week

Special broadcasts of current interest scheduled for various times

If a teacher can manage to listen to one program in each category per week, she will find herself becoming increasingly well informed.

The RCA Victor Company announces that they have prepared a new catalogue of available records entitled *The Music America Loves Best*. This catalogue does not make mention of every record released by the company but does include those for which there is most demand and for the production of which the company is putting forth most effort.

If teachers plan to purchase any new records for use in their schools or classrooms, the selections listed in this new catalogue will probably be more in keeping with the desires of the group than the lesser-known works contained in the complete Victor catalogue.

ENTERTAINMENT HELPS

The purpose of this column is to give the busy rural teacher quick, easy plans for the monthly P.T.A. or Community Club meeting and suggestions for larger programs.

If a teacher would like special help for her big program, she may write to the author in care of Junior Arts and Activities stating when she intends to have her program, the type she wants, and the number and age of her pupils.

Have a Thanksgiving supper on a convenient night and hour. Turn your hand to a short program with the crowd participating. Do have your children give a few numbers. Work in group singing with such old favorites as "Thanksgiving at Grandpa's," *Churchill and Grindell II*. (See September *Junior Arts and Activities*.) Most parents know it. Also sing "Swing the Shining Cycle." There are other group songs in *The Party Book*.

Have games the whole group can do—and games they can choose representatives to carry out. Borrow or buy *Troop Stunts* (25c) from a Boy Scout leader. You'll find many clever stunts that you and your pupils can work out in a few minutes. Fun too! You can get valuable help from a 4-H or Home

THANKSGIVING PLANS

by
GLADYS PARKER MORGAN

Bureau recreation leader. They have many games and stunts meant for groups.

And should you feel that this is the time for a big program or you need some numbers for a small program, here are some suggestions.

Here are the names of two books from which you may be able to get material: (1) Alice M. Kellogg, *How to Celebrate Thanksgiving and Christmas*, Pennsylvania Publishing Co., Philadelphia, 1913—several good recitations, several good Thanksgiving songs to well-known tunes, but no good plays. (2) A. P. Sanford, *Thanksgiving Plays*, Dodd, Mead and Co., New York, 1936; three good plays for rural schools—"A Pilgrim Sabbath," 13 characters, \$3.00 royalty; "The Stolen Pie, (boys will enjoy this) 10 or more characters, no royalty; "The Thanksgiving Cakes,"

6 characters, \$2.00 royalty.

Choice Dialogues for Rural Schools (September issue), "A Snowed in Thanksgiving," 6 characters.

Harvest Moon Thanksgiving Book, Dramatic Publishing Co., Chicago 5, Illinois, 50c. Everything for the program—drills, songs, recitations, and two very good plays: "Kelly's Thanksgiving Turkey," 6 characters; "Like Mother Used to Make," 7 characters.

A good song for your pupils—"Thanksgiving Prayer," page 126, *Sing* (September issue).

Teach your pupils a Thanksgiving song with plenty of "gobble." Make wings for the children to wear as they sing it. Cut 2 4-foot lengths from a package of brown crepe paper, gather with needle and thread near one edge of each one. Fasten one in the armpit of a small boy; fasten one corner of ungathered edge to his hand and the other corner to his hip. Put the other wing under the other arm. Have this boy strut up and down, folding and unfolding his wings, and calling "gobble, gobble, gobble" (turkey fashion) in the correct places.

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MUSIC

(Continued from page 17)

talented children can act as leaders. The younger, slower youngsters will enjoy singing the study songs after the others have mastered them. They will learn them as rote songs. The other rote songs, the drills, the band, and the game songs will provide them with opportunities to learn. They will also benefit from the Listening Hour, even if they are unable to express their reactions and opinions. When the third-graders show interest and ability, they should be encouraged to try sight reading in the second semester. Talented second-graders may also be permitted to join this activity in the spring. In the sight-reading process, it is mental maturity rather than physical age that must determine which children should participate.

Ungraded rooms present problems peculiarly their own, but they also provide unique opportunities. The repetition which is possible in this situation aids the slower child, whatever his age. Younger children may learn many songs too difficult for them to master alone. The older, superior child learns to take the responsibility of helping those around him, a decidedly worth-while

trait. Art songs, band, and Listening Hour provide him with the guidance his developing taste and latent talent require. During the course of a year, it is possible to acquire mastery over music whose variety, charm, and lasting worth are enduring tributes to the patience and skill of the teacher.

TAKING CARE

(Continued from page 8)

war," "A polite boy or girl is careful of other children's things," and so on. Older children could paint banners to title the "living pictures," but this idea involves the use of extra paper—a scarce item nowadays.

The program could end with the singing of familiar patriotic songs.

Outcomes

1. The realization of the meaning of thrift in everyday living
2. An increased desire to co-operate with one another
3. The learning of excellent lessons in courtesy
4. It is probable that the study of where we get our clothing or some allied subject may be the outcome of this unit.
5. An increased bond between home and school activities.

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PRIMARY GRADES

by ELIZABETH FARMER

The primary teacher's convenient collection of material for teaching

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Teacher's Handbook of Classroom Projects and Units (for Primary Grades) makes the teacher's work easier and more resultful. Pupils will find new interest in learning. No primary teacher should be without her personal copy on her desk each day.

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- Third Grade Arithmetic
- Language Drills.....(suitable for grade 3)
- Fourth Grade Reading
- Arithmetic, Set No. 1.....(suitable for grade 4)
- Language Drills.....(suitable for grade 4)
- Over Land and Sea.....(suitable for grade 4)
- Language Drills.....(suitable for grade 5)
- Story of Flight.....(suitable for grade 5)
- A Bicycle Tour of Great Britain.....(suitable for grade 5)

HOW TO ORDER

Orders must be made in units of 10. If there are 36 members of your class, you must order 40 copies of any item in order to insure one copy for each pupil. You may give the extra copies to another teacher or you and other teachers may order together. You need pay no postage. We shall send all orders postage paid. Be sure to indicate the grade or grades you teach.

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Nu-Form books are designed to give the teacher the utmost pupil control. Because of the unique method of distributing the pages each day, all pupils will be doing the same work at the same time. Teachers will have an adequate check on the progress of the class. Nu-form workbooks come in units of ten. The teacher can order as many groups of ten as she needs to give each member of her class one set. She keeps all the workbooks. Each class period, she distributes one page to each pupil. The pupils do not see the rest of the lesson sheets.

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DULL NOVEMBER

(Continued from page 35)

JANE: Wait, November, haven't you forgotten your most important date?

TOM: Yes, what about Thanksgiving Day; can't you introduce her?

NOVEMBER: I thought you would ask for her, for that is the most important date to most people, but you have seen there are loads of interesting November folk that you have never even thought of.

(November brings in Thanksgiving Day.)

THANKSGIVING DAY:

My, you don't like November!
I don't know what to say;
You don't like November
When it has Thanksgiving Day.
A day that was set aside
For feasting and for praise
A day set aside to celebrate—
One of the grandest kind of days.
Many years ago, the Pilgrims
Who had come to America to stay
Wanted to praise God for their harvest
So they set aside this day.
Governor Bradford sent out men
To bring in game to eat
And so it was that turkey
Became the typical Thanksgiving meat.
President Washington proclaimed
November the twenty-sixth in 1789
As a day of feasting and prayer.
People thought this was fine.
In 1864 Lincoln set aside
The last Thursday in November as the day
For people to celebrate Thanksgiving
To feast, give thanks, and pray.

NOVEMBER: Now let's all sing
"America." Will the audience please
join in with us?

JANE: Tom, we certainly were wrong
about the month of November. We
couldn't take it from the calendar.

TOM: No, we couldn't for there are
too many wonderful dates in November.
From now on we will celebrate November
and look forward to all of her famous days.

(Curtain)

IMPORTANT NOTE

Because of the difficulty which all publishers are experiencing in getting sufficient personnel to handle office work, the circulation department of Junior Arts and Activities warns that it takes four weeks for subscriptions and changes of address to be properly entered. That means that for all magazines handled through this office the time between subscribing or notifying of a change of address and receipt of the first copy is about four weeks.

To avoid disappointments, teachers are asked to send their renewals in early.

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